GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

CURRICULUM GUIDE 2024

YEAR 7 - 8

Last updated June 20, 2023

01 Welcome to Middle School

Years 7 and 8 Curriculum

The start of Year 7 marks the change from Primary School to the disciplined subject-based curriculum of the Middle and Senior Schools, where specialist staff teach students in all subject areas. The Year 7 timetable is carefully structured to ensure a core group of teachers are delivering two to three subjects to students to develop a rich picture of every student's learning successes, strengths and challenges. In Year 8, diversity of teachers and movement around the campus becomes essential to prepare students for their transition to Timbertop.

Core subjects

Students in Year 7 and 8 undertake the core subjects of English, Mathematics, Science, Health and Physical Education, Music Performance and the Navigate Programme.

One semester subjects

Students also complete semester-length study in Geography, History, Art, Technology, Drama and Religious Studies.

Language electives

In Year 7, students choose to study in two languages (Japanese, Chinese, French). Year 8 students continue to learn in one language (Japanese, Chinese, French).

The Year 7 and Year 8 curricular programmes ensure that students are well equipped to enter Timbertop with confidence, good study habits and an independent approach to learning.

02 Core subjects

English

Years 7 and 8

In responding analytically and creatively to a selection of texts, students learn how language features, images and vocabulary are used to represent different ideas, recognising and explaining differing viewpoints about the world, cultures, individual people and issues. Students also explain the effectiveness of language choices writers use to influence their audience. Students practise the process of planning, drafting, editing and refining their compositions, taking into account the purposes of their work and the needs and interests of audiences. In doing so, they demonstrate their understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Mathematics

Students are encouraged to have a positive mindset towards Mathematics. They become good mathematicians by observing, representing and investigating patterns and relationships in social and physical phenomena. All students are required to learn, practise and apply mathematical routines and techniques and use them to find solutions to standard problems, to solve problems creatively in unfamiliar situations, and to communicate mathematics and mathematical findings in an effective manner.

Year 7
Key topics covered include index notation, geometry, measurement including area, volume and capacity, statistics, probability and algebra.

Year 8
Year 8 Mathematics classes are designed to cater for the different mathematical needs of students, with the ability for appropriate enrichment and support. Key topics covered include percentages, indices, integers and ratio, geometry, measurement covering the area of

composite shapes, the circle and the volume of common prisms, statistics, probability and algebra.

Science

The Science course enhances the development of the three interrelated strands of scientific inquiry skills, science as a human endeavour, and science understanding. Students are encouraged to work scientifically by developing investigable questions, reasoned predictions and hypotheses to explore scientific models, collecting data accurately, manipulating and presenting data in appropriate ways, identify patterns and test relationships, drawing conclusions and relating them to the aim of the investigation being undertaken.

Year 7

Key topics areas include: Biological sciences unit (classification of the diversity of life and ecosystems), Chemical sciences unit (Particle model and the properties of substances), Physical science unit (forces, gravity and simple machines) and Earth and Space science unit (effects of Earth – Moon – Sun interactions).

Year 8

Key topics areas include: Biological sciences unit (cells and living systems), Chemical sciences unit (elements, compounds and mixtures; chemical reactions), Physical science unit (types and transformation of energy) and Earth and Space science unit (plate tectonics and rocks).

Health and Physical Education

Year 7
This course is aimed at providing knowledge and skills which develop self-confidence and enjoyment from participating in physical activity. Activities covered include aquatics, athletics, movement, ball-handling skills and game strategies. Health issues covered include nutrition, growth and development, decision making, self-esteem and the benefits of an active lifestyle, changes in relationships and sexuality.

Year 8
Physical Education is aimed at providing students with the knowledge and skills required to participate in a wide variety of physical activities. A high emphasis is placed on promoting

self-efficacy and the enjoyment of participating in physical activity. Activities include lifesaving, traditional and non-traditional games, orienteering and athletics. Health issues covered include human behaviour and wellbeing, self-concept, self-esteem and developing relationships, effects of drug use, nutrition, sexuality and the relationship between lifestyle and wellbeing.

Music Performance

Year 7 and 8

Students study the elements of music through listening, composing, improvising, music technology and consolidating skills in music literacy. Students participate in ensemble music making (for those who are already learning an instrument) or learn another instrument in a group situation. Ensemble classes offer students an opportunity to extend their skills on an instrument that they are already learning and also to build on group music making skills. Students who have no knowledge of an instrument will have group tuition on an instrument that is available. This varies from year to year depending on staffing and also availability of instruments. Students learn the basics of handling and making sounds on these instruments and progress at their own rate as competence is developed.

Navigate Programme

Years 7 and 8

The Navigate programme aims to support students as they traverse the middle years; focusing on learning skills, personal wellbeing and what it means to belong to a community. In Year 7 Navigate, there is an emphasis on belonging – with ourselves, with each other and with the wider world. In Year 8 Navigate, there is an emphasis on developing the strengths and capabilities which will assist a successful transition to Timbertop.

Students are supported by a Learning Coach who facilitates self-directed learning experiences, as well as the identification and pursuit of goals for learning, wellbeing and growth. Each term, students will complete Student Action Plans to identify these goals and the pathways towards achieving them.

03 One semester subjects

Art

Year 7
Students are introduced to the formal art elements and ways to integrate the design process in the creating and making of art. Using a variety of media, students are exposed to a diverse range of techniques and develop a folio of 2D and 3D work in response to specific subject matter. An integrated appreciation programme enhances understanding of artistic styles and practices.

Year 8
Students continue to extend their understanding of the design process and ways to creatively generate and manipulate image to create specific effects. Observation skills are extended and students are encouraged to advance the visual communication of their ideas through the generation of personal concepts and the refinement of visual and technical skills using a range of media.

Drama

Year 7 and Year 8

This course aims is to move beyond game-playing and improvisation into the types of activities which require greater technique and invention.

Students experience: creative movement; ensemble performance and analysis; experimentation with stereotypes; characterisation and verbal/physical expression; more complex forms of improvisation; voice control and role play. The basis for much of their improvisation and role play is their interpretation of the function of individuals within groups. They learn to observe the physical/verbal dynamic in groups more closely and use dramatic elements to express ideas and creative responses.

Geography

Year 7

There are two units of study Water in the world and Place and liveability.
Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, supporting and enriching human and other life. Place and liveability examines factors that influence liveability and develops students' ability to evaluate the liveability of their own place and investigate whether it can be improved through planning.

Year 8

There are two units of study, Landforms and landscapes and Changing nations.
Landforms and landscapes examines the processes that shape individual landforms; the values, meanings, hazards and management of these and explores the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.
Changing nations explores the process of urbanisation and draws on an Asian study to show how urbanisation changes the economies and societies of countries. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia.

History

Year 7

In Year 7, students develop their understanding of History through inquiry-based learning and unpack three lines of inquiry that frame their study for the semester: 'What death teaches us about life', 'Out of Africa – What is a civilisation really?' and applying their understanding of the concept of civilisation to a historical investigation into the impact and legacy of one further ancient civilisation.

Year 8

Students will investigate three thought-provoking civilisations from the end of the ancient period to the beginning of the modern period, c.650AD (CE) – 1750. Students will examine the nature of exploration in each civilisation as it leads to conflict and colonisation and go on to analyse and compare the results of encounters between the conquerors and the conquered. Students will learn to apply historical concepts and skills such as sequencing

chronology, using historical sources as evidence, identifying continuity and change and analysing cause and effect. They will also explicitly develop 21st century competencies such as: critical thinking; collaboration; in-depth research and inquiry skills; innovation; and presentation skills.

Philosophy & Religious Studies

Years 7 and 8

The Middle School Philosophy and Religious Studies curriculum is grounded in three foundational areas: Introduction to Philosophy, the Hebrew Bible and the New Testament, Christianity and other World Religions. Students are introduced to the academic discipline of Philosophy (from Greek philosophia, 'love of wisdom') by positing some of life's big questions: what is real? what does it mean to live a good life? can I prove God's existence?

Drawing on the great philosophers, and grounding complex concepts in contemporary culture, students are given the tools to think about thinking and consider where they fit within various ethical frameworks. Our studies of the Jewish and Christian scriptures then provide a springboard into an exploration and understanding of the Abrahamic religious traditions: Judiasm, Christianity and Islam.

Design and Technology

Year 7

This course develops understanding about materials, use of technology in design and production. Students examine the social, environmental and aesthetic effects of products, generating design solutions combining traditional design skills with that of CAD (Computer Aided Design, using computers to draw and design) and CAM (Computer Aided Manufacturing using computers and machinery to build the products). Students will experience working with computers, wood, metal, plastic, textiles and computer driven machinery.

Year 8

Students create their own design proposals, organise and implement the production process to a range of structured projects. Students consider the social and environmental implications of their actions whilst working in range of resistant materials. Considerable emphasis is given to

the implementation of safe working practices whilst working with wood, metal, textiles, plastics, and the CNC (Computer Numerically Controlled: Machines run by computers such as the 3D printer, Laser cutter and Router).

04 Language Electives

Chinese

Note: this course is not suitable for Chinese background or first language speakers.

Year 7
This is a beginners' course for students with little to no prior learning of Chinese language in non-Chinese speaking regions. The course introduces beginners to the essential knowledge and skills in the Chinese language, using Pinyin and approximate 100 Hanzi characters on topics taught. By the end of this course, students will have covered daily greetings, classroom instructions, dates and time, relating personal and family information, and developing an understanding of Chinese speaking communities through culturally related activities.

Year 8
This course develops students' macro skills of listening, speaking, reading and writing in the Chinese language (Mandarin). Pinyin application will continue, with a focus on the development of Hanzi writing skills. By the end of this course, students are expected to read and write simple sentences relating to family and friends, occupations and daily routine, transportation, clothing and basic personal description. Students will further their understanding of the language and culture through culturally related activities and games.

French

Year 7
This is a course for beginners which aims to enable students to communicate effectively in French by placing considerable focus on speaking and listening skills. Students develop an understanding of the language required to speak about themselves, ask questions, write short texts and describe other people.

Year 8
Students deepen their knowledge of linguistic structures and the course continues to develop students' skills in listening, speaking, reading and writing. Content areas covered include:

finding your way around town, eating and drinking, friendships, the media and pocket money. Students are expected to be able to write short passages in greater depth and expand their range of vocabulary.

Japanese

Year 7

This is a beginners' course that caters for students with minimal or no prior learning of Japanese. This course requires students to respond to and produce spoken Japanese, read and write Hiragana and some Kanji. Topics include greetings, classroom commands, personal information, family and nationalities. Assessment tasks and classwork are equally important in evaluating student performance. Students are required to extract information from a variety of listening sources and develop skills that require them to write short passages in Japanese.

Year 8

Students continue to consolidate the Hiragana script and are formally taught Katakana. Students continuing Japanese during Year 8 will be introduced to topics that extend beyond their personal world such as leisure and school activities, calendars, transport and places of interest, and they will learn a greater number of Kanji (characters derived from the Chinese writing system) and the two Japanese syllabaries, Hiragana and Katakana. It is essential that students learn to read and write using all three systems.

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YEAR 9

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01 Academic Focus

The academic programme at Timbertop is the bedrock upon which challenge, success and resilience is built. Whilst the isolation of our community, life in Units and the outdoor programme stand out in the minds of anyone who has heard of Timbertop, the academic programme is where our students put their perseverance, creativity and courage to the test each day. Alongside the multifaceted physical and pastoral programmes, for four and a half days a week, students are involved in a full Year 9 academic programme with a timetable much like any other school.

At Timbertop, our driving ethos is to best prepare our students for the academic rigour of learning in Senior School at the Corio Campus whilst harnessing the opportunities that our unique context affords. Students are thoroughly supported in building their subject specific knowledge within the framework of embedding core skills of critical, analytical and creative thinking.

ELECTIVE SUBJECTS

Students choose five semester units from the following. Some subjects must be studied for semester 1 and 2, some can be studied in either and some may be studied in both. Must be studied in both semesters (therefore two units):

- Chinese Continuers (Mandarin)
- French Continuers
- Japanese Continuers
- Academic Support Elective (see notes below)

Can be studied in one or both semesters:

- Music (Students must study a musical instrument and take private music lessons on campus)

• Geography: (semester 1) Bushfires and Biomes, (semester 2) Globalisation and Sustainability

Can be studied in one semester only (curriculum is repeated each semester)

• Health and Physical Education

• Agriculture and Land Management

• History (Powers in the 20th and 21st Centuries)

• Visual Art

When selecting subjects, it is critical to make a thoughtful choice as these selections dictate the timetable. Subject changes are very difficult after the timetable has been created and changes cannot be guaranteed.

02 SUBJECT OVERVIEW

English

The opportunities afforded to students in the English classroom at Timbertop are aimed to equip them with the language and forms to express their unique experiences and perspectives. Through a study of poetry, short stories, contemporary media, drama and a novel, students explore and reflect on their personal understanding of the world gained from interpreting various representations of life matters in texts. We place emphasis on creating a community of inquiry through literature examination and analysis, argumentative and persuasive writing, group discussion, oral presentation, and peer review. Literacy is at the heart of the English Curriculum and students are supported in building their grammar and spelling without the assistance of technology. This can provide an additional challenge for students used to using word processing technology.

Mathematics

The Mathematics course is based on the Year 9 Victorian Curriculum with the opportunity of added enrichment throughout the course of each topic. Throughout the year the students will consolidate and develop their numerical knowledge and work towards more complex applications in problem solving situations. Creative learning activities will be embedded throughout the course with the students given opportunities to work bothindividually and collaboratively.

The course covers the following topics:

Measurement

• Calculate the areas of composite shapes

• Calculate the surface area and volume of cylinders and solve related problems

Pythagoras and Trigonometry

• Investigate Pythagoras' Theorem and its application to solving simple problems involving

right angled triangles

• Apply trigonometry to solve right-angles triangle problems

Indices and Scientific Notation

• Apply index laws to numerical expressions with integer indices

• Express numbers in scientific notation

Linear Equations and Relations

• Solve linear equations algebraically including pronumerals on both sides of equals sign andbracket

• Solving problems with linear equations and transpose formulae and literal equations

• Sketch linear graphs using the coordinates of two points

Algebraic techniques

• Using pronumerals, simplifying algebraic expressions and fractions

• Expanding and factorising algebraic expressions

• Simplifying algebraic fractions –multiplication & division

• Applications of algebra

Introduction to quadratic equations and graphs

• Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations

Probability & Statistics

• Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources

• Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread

• Calculate relative frequencies, and assign probabilities to outcomes and determine probabilities for events

All students are required to learn, practise and apply mathematical skills and techniques, utilise knowledge within a problem solving context and to communicate mathematical method and process in a clear and effective format. Generally mathematical method makes up 40% of each test or assignment mark.

Science

The course follows the Australian Science Curriculum that enhances the development of the three interrelated strands of scientific inquiry skills, science as a human endeavour, and science understanding. The course builds on the knowledge and skills gained in Year 8. The students are encouraged to work scientifically by using a range of methods to collect data, manipulate and present data in appropriate ways, draw conclusions and relate them to the aim of the investigation being undertaken. The course includes four main areas, which utilise an appropriate balance of theoretical and practical learning methods.

Semester 1

The year begins with an introduction to "Science at Timbertop" which involves studies of wood boilers and the related concepts of heat transfer and move on to explore sound and light energy. The Light and Optics unit aims to develop students' understanding of properties of light, including reflection and refraction. Students then apply their learning to develop efficient housing design principles. The study of Chemistry at Timbertop builds on the student's prior knowledge of the Periodic Table. It aims to strengthen students'understanding of atomic structure and the relationships between element groups. This knowledge is applied, in particular, to an examination of nuclear chemistry and basic chemical reactions.

Semester 2

The students are introduced to the role of the interacting body systems in maintaining homeostasis and responding to stimuli, with a focus on how the body responds to exercise. Students then learn about reproductive cells and organs in animals and plants, and analyse

how the processes of sexual and asexual reproduction enable the survival of species. In Earth and Space Science, students will do a deep dive into the flow of energy and matter in an ecosystem and the chemistry involved in combustion, photosynthesis and cellular respiration. Finally, the students consider the human impacts that influence the carbon cycle, and conduct a field study on the carbon sequestration capabilities of local ecosystems.

History

(AUSTRALIAN CURRICULUM) (Compulsory, either semester)

The Australian Curriculum History subject is concerned with the 'Making of the Modern World', focusing on the period between 1750 and 1918. This was an important stage in human history where Industrial Revolution in Britain, led to a rapid change in the way people lived, worked and thought. Nationalism and imperialism were the flavours of the day, leading to the expansion of European powers around the world, including Australia. These factors also contributed to the start of World War One, and students explore the significance of this conflict.

Students engage with these concepts by completing a range of critical and creative tasks, tests and formative work. They will also learn about the nature and significance of the war in the world and Australian History. Completing this will provide students with an appreciation of the impact of war generally, and its lasting legacy on the world. In addition to this, students explore the European settlement of Australia with a focus on analysing historical sources and the effects of the contact (intended and unintended) and conflict between European settlers and Aboriginal and Torres Strait Islander Peoples.

Outdoor Education Studies

(Compulsory, year long)

The Outdoor Programme commences with students camping out and learning the practical and theoretical skills that allow them to safely engage in the challenges presented throughout Term 1. This training culminates with a hike up Mt Timbertop. The remainder of the term involves students undertaking a series of increasingly difficult two-and-a-half-day hikes which take them through the rugged and remote Victorian High Country. These experiences provide opportunities for the students to engage positively with risk, connect them directly with the environment and develop their resilience, independence, and reliance upon each other. The

final Three Day Hike presents the first opportunity for students to choose their level of challenge, so by the end of the term they have experienced what it means to survive, and even thrive, all while t the edges of their physical, emotional, and social limits. Term 1 concludes with an overnight solo experience which provides students with some time to reflect on their achievements and growth throughout the Term 1 Outdoor Programme.

In Term 2, students explore new terrain during a four-day Unit-based hike. This trip allows students to focus on the group dynamics of their Unit and provides opportunities for individuals to demonstrate leadership. A second opportunity for a solo experience is provided in Term 2, but with an increased period in which to reflect. A unit-based Rogaine competition, where units race to collect markers around campus and on top of Mt Timbertop, concludes semester 1 in the outdoors.

Semester 2 begins with students undertaking an overnight Winter Expedition on Mt Stirling, and each Unit sleeps in the GGS Hut. Over this period, they learn the basics of cross-country skiing while exploring a transformed Mt Stirling under a blanket of snow. The adventure then progresses to a four-day Unit-based backcountry expedition on the Bogong High Plains. Students camp on snow and spend their time exploring the Bogong High Plains on skis, digging snow shelters and kitchens, and being fully immersed in the winter alpine environment.

Term 4 enables students to capitalise on their experiences and resilience developed over the year. Students exercise a new level of choice and agency in the Outdoor Programme as they undertake a range of increasingly ambitious and challenging hikes. Punctuating these hikes are a range of trips which expose students to different ways of being in the natural world. Such opportunities include testing a group's capacity to survive living life with minimal equipment, living for three days in a way informed by the traditional Taungurung people, and even a vintage 1960s style 'free range' Timbertop hike. The students then finish their year in the outdoors with a Four Day Hike, which for many involves exploring the distant peaks of Mt McDonald and The Razor-Viking. The year concludes with the Six Day Hike where students plan their own route and logistics to enable them to be entirely self sufficient as they make one final journey through the Victorian High Country.

Positive Education

(Compulsory, year long)

Positive Education is embedded throughout the Timbertop Programme. The scope and sequence of the topic is built around the six pillars for living a flourishing life. These founding principles are: Positive Purpose, Positive Emotions, Positive Accomplishment, Positive Health, Positive Relationships, and Positive Meaning. Students discover their Signature Character Strengths which in turn increases their self-awareness. Students focus on topics such as Diversity, Sleep, Gratitude, Savouring, Active Constructive Responding and Teamwork. Students have many opportunities to practise the application of this knowledge in their daily lives at Timbertop. This is important preparation as they move to Senior School and life beyond.

Agriculture and Land Management

(Either semester)

The Timbertop campus is set on 325 hectares, approximately 200 hectares of which is farming land. It is well-suited to provide students with an exciting introduction to a diverse skills by their involvement with the School's Murray Grey beef cattle, prime lamb enterprise and other working aspects of the Timbertop farm.

Students are offered one semester to study these sub-systems. Semester 1 is offered during Summer and Autumn and semester 2 is offered during Winter and Spring, therefore, the fieldwork covered during a semester will vary, depending on the operations occurring during that season. In both semesters the students will study sustainable agriculture practices, basic economics, pasture and land management, animal production including animal husbandry, reproduction and digestion. The primary aim is to optimise the use of all resources, including natural assets, labour and energy without contributing to environmental degradation.

It is expected that over the year all students studying this elective, whatever their background, will be exposed to a range of practical skills, ethical decisions and problem solving experiences in a unique environment. The subject places strong emphasis on practical learning and creative education with the students being given the opportunity to work in the field on every possible occasion. These lessons will be of value to them in all of their present and future studies.

Health and Physical Education

(Either semester)

Health and Physical Education at Timbertop encompasses sport education, fitness testing and evaluation, running technique analysis, and basic human physiology focusing on the body's response to exercise.

Over the course of the year students improve their co-ordination, fine and gross motor skills and their knowledge of game sense whilst participating in a broad range of activities. To further develop their physical capabilities, a range of games and sports that enhance all areas of skill-based and health-related fitness components are incorporated. These activities include Waterpolo, Netball, Ultimate Frisbee, Touch Football and a range of modified games. Students also implement ways to improve the quality of their own and others' performance through observation and video analysis.

The classroom-based health course is contextualised around the unique Timbertop programme. This begins by comparing the health and fitness elements of different physical activities and how each contribute to overall health and physical performance. Students analyse and evaluate the Timbertop physical programme and further develop their understanding about what is happening physiologically to their bodies as they increase their cardiovascular fitness, strength and endurance. They also analyse their own running technique using their knowledge of running anatomy and biomechanics.

In the second half of the semester students are given the opportunity to collaborate creatively by developing a game or modifying an existing sport which they then teach, coach and facilitate to their peers, whilst learning about specific game sense and sporting strategies and tactics

Chinese (Manderin)

(Both semesters)

The Chinese programme at Timbertop requires that students have had a minimum of 100 hours instruction in Mandarin Chinese throughout Year 7 and 8, in a school where a language other than Mandarin is the main language of instruction. They must be familiar with Pinyin, and must be able to recognise the 150 most commonly used Hanzi characters.

Students with no prior knowledge of Chinese (Mandarin), unfortunately cannot be accommodated at Timbertop. Likewise, students with Chinese background or who are experienced users of the language are not suitable for this course, as it is designed for learners

of Chinese as a foreign language. Those students who use Chinese as one of their main forms of communication, or have had more than one year in a school where Chinese is one of the main languages of instruction, cannot study Chinese in the Timbertop programme. They may pursue other avenues in Senior School that will cater for their advanced knowledge of the language.

At Timbertop, students who elect to study Mandarin Chinese will continue to develop all four macro skills of listening, speaking, reading and writing. By the end of the year, students will be able to comprehend short texts in Chinese related to the topics in the textbook. Students will be able to participate in simple conversations regarding everyday topics, and will be able to write more extended sentence patterns, structured paragraphs and small written pieces. Language learning will always be supported by social and cultural contexts.

French

(Both semesters)

The Timbertop French course is designed for students who have received at least two prior years of French instruction, thus equipping them with sound grammatical and vocabulary knowledge. It is a course in which students continue to develop the four macro skills of speaking, listening, reading and writing in order to gather information relevant to various situations in everyday life, both at Timbertop and generally. Major thematic topics include: The Timbertop programme and school life; the French-speaking world; holidays and leisure activities; as well as discussion of personal and physical attributes applying to themselves, family, and friends. Grammatically, the course instructs students in the use of pronouns, modal verbs, interrogation, negation, adjective placement and agreement, and different tenses including the present, near and simple future, perfect and imperfect past tense and the imperative. This is done by encouraging the students to consider English grammar in greater depth, and drawing parallels between the two languages.

Semester 1 focusses primarily on creating a solid foundational knowledge of all grammatical elements covered in year 9 as well as improving students' French comprehension skills. Semester 2 focusses on putting this knowledge into practice and applying it to further develop and expand on communication skills.

Classroom activities are varied and consist of role plays, small group conversations, frequent verb/vocabulary tests and grammatical instruction, supplemented by games, drills and class

discussions designed to encourage effective language acquisition. The course material is cumulative, and requires students to commit themselves to a consistent and efficient programme of study and revision.

By the end of the year, students are able to participate in everyday written and spoken French communication. The Timbertop course aims to foster an interest in the French language and to develop a level of proficiency therein that is appropriate for a smooth transition to senior-level French.

Japanese

(Both semesters)

The Japanese programme at Timbertop requires that students have some prior knowledge of the language, in particular, both Hiragana and Katakana scripts. Students need to have received about 100 hours of tuition during Years 7 and 8 in order to attempt this course. Students who have no prior knowledge of Japanese, unfortunately, cannot be accommodated at Timbertop. During the Timbertop year, the four macro skills of speaking, listening, reading and writing are given equal attention in class activities and assessment. Learning about the culture of Japan is an integral part of each topic covered. Content areas include school life and time, locations and the Timbertop campus and seasons and events.

Grammatically, the course builds students' understanding of the Japanese sentence structure and particle use. The past tense, negative tense and past negative tenses of verbs and adjectives are taught during the year. Students have the opportunity to practice new grammatical structures through classroom activities such as: a Q&A about the daily routines at Timbertop, touring their peers through the Timbertop campus, role plays, workbook exercises and classroom games.

Students have the opportunity to practise their conversation skills with the Japanese teacher in class and through a class speaking competition encouraging students to use new language structures. They develop these skills over the year to prepare for the end of Term 4 oral test. The students will begin to accelerate their study of Japanese Kanji script in preparation for further studies at Senior School.

Geography

(Either or both semesters)

Semester 1

Semester 1 focuses on the physical Geography of the local environment whilst encouraging individual inquiry and development of individual geographical skills. Students learn to understand how Bushfires start and the effect fire has on natural environments. The case study of Black Saturday is used a springboard for understanding the role that humans play in managing the land, as well as the impact that fire has on communities and individuals. Bushfires linked students to learning about the Australian Alpine region, as they proposed arguments for and against the importance of conservation of the endemic biodiversity. Their understanding of world Biomes and the vulnerability of the Alpine Biome informed this study, wherein they proposed changes to land use in the Alpine National Park, from various perspectives.

Semester 2

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Term 3 examines the various ways that corporations do, or do not, contribute to global social wellbeing and environmental sustainability. They track how popular products, such as bottled water, exemplify the positive and negative impacts of globalisation. This leads to a study on sustainability in the building industry as students explore how we can create homes that work with the environment, rather than against it. This cumulates in a creative design project for a sustainable building on campus.

History Elective: People and Events of the 21st Centuries

(Either semester)

Elective History at Timbertop focuses on the people and events that played a role in shaping the modern world. A focus is placed on the context of each period of time and the legacy which historical figures and events left behind. A study of the political compass and some of the major ideological ideas of the time, aids in understanding the views and opinions of important individuals from the 20th and 21st century. Following the investigation of a significant person in history, students turn their attention to some major events: the fateful

sinking of the Titanic, the Great Depression, the Cold War and the September 11 terrorist attacks. Emphasis is placed on looking at an event from different angles, assessing the causes and effects of these events and exploring narratives from different points of view. This elective provides excellent contextual knowledge for VCE and IB History courses in Years 11 and 12 and supports the development of historical thinking skills that are applied in all senior classes.

Music

(Either or both semesters)

Students can choose the Music elective through the entire year or can elect either semester. It is recommended that more experienced musicians are better suited to choosing second semester as the course is progressive through the year. Beginner students are welcome to enrol and would preferably choose the first semester of the elective. Students must be enrolled in instrumental/vocal tuition to participate in music as an elective subject from the beginning of the year.

The Music Elective course contains practical units of composition and performance. Students are formed into groups to play or sing in a variety of styles in large or small ensembles, as well as developing a solo repertoire. Other areas covered include aural comprehension, theory, creative organisation and a broad overview of the history of music. Students are encouraged to consider this elective if they intend to take music as a subject in Senior School.

Private Instrumental/Vocal Tuition:

Tuition is available in most instruments. Instrumentalists and vocalists are encouraged to take Music Ensemble as well as having private lessons. Students have timetabled weekly lessons and supervised practice sessions. Unfortunately, due to the isolation of the campus, lessons on some instruments cannot be guaranteed. In the situation where only a minimal number of students enrol in an instrument, lessons in that instrument may also be unavailable. Students can enrol in multiple lessons. All enrolments are done via Hive.

No instruments can be provided at Timbertop. Hire can be arranged through the Corio campus. Instruments that are owned by the student should be covered by personal insurance and repair of instruments is also problematic, so replacement strings, reeds, etc relevant to your chosen instrument is useful. Hard cases are also recommended to protect instruments. Guitarists will also need to bring their own tuner and capo, as well as a lead if they are using

school amplification. Amplifiers and any other electrical equipment cannot be brought into the school.

Students do not have to choose the music elective subject in order to have private tuition. However, students who take the elective must be enrolled in private tuition from the beginning of the year. There is a minimum practice requirement and students are encouraged to make use of other times when available.

We encourage students at every skill level to consider being a part of the music program. Students need to commit time and effort to learn an instrument but as we encourage them to follow their interests, many students begin lessons in this year. There are solo and ensemble performance opportunities for all instrumental or voice students both within and outside the school. Monday Concerts in the Chapel are a much-loved part of the Timbertop routine as are End of Term Concerts held throughout the year.

Visual Arts

(Either semester)

Students explore a variety of media including drawing, stencil work and painting in both watercolours and acrylic. Through the study of artists and their works, students are taught the elements of Art and how to use technical terms to analyse and appreciate works of art. The rules of perspective are taught, as are the basic principles of colour, tone and hue. Several pieces are completed during the semester including landscapes, portraiture, still lifeand the design of a logo. In all these projects, the use of a Visual Diary is a vital component of the planning and exploratory process. Students are encouraged to assess their own completed art works and reflect upon the development stages involved.

03 Positive Health

Positive Health at Timbertop focuses on the importance of physical, mental and sexual health and wellbeing. Throughout the year, students participate in a range of Positive Health sessions, from small-group activities to whole-school events. The scope and sequence of the Positive Health programme at Timbertop is aligned with the Victorian Curriculum. Students learn about gender and sexuality, puberty, healthy relationships, consent, contraception, the issues surrounding pornography and safe partying. The programme is designed so that students leave Timbertop with a greater understanding of their rights and responsibilities as a young person. All topics are explored in a sensitive manner, so that our students are equipped with accurate and age-appropriate information as they navigate their adolescent years.

04 Assessment, Reporting and Feedback

AT THE START: At the heart of our approach to assessment, feedback and reporting at GGS is a belief that all students can continually improve and experience positive progress in their learning. We are keen to give our students every opportunity to experience growth and demonstrate their learning as they move through a continuum of experiences in a course of study. Complementing this, with the support of Head of Units, we challenge students to reflect on their learning and set targets and implement strategies that enable them to strive for their personal best. Reportable Assessment grades and feedback will be published through Continuous Reporting via Hive, alongside Learning Behaviour

Statements each term. End of Semester reports will include Head of Unit written reports and a summary Statement of Results for each subject. Regular contact with parents is maintained by telephone or email through the Head of Unit. Should a student be under-performing or not engaging in their learning, our staff will work with them and may be in contact with parents so as to determine a course of action to support or guide the student to better outcomes.

In Year 9, formative assessment occurs to give students feedback on how they are progressing through Units of Work in their subjects. This allows students and their teachers to check for understanding at regular intervals, revisit critical concepts and receive feedback on how to improve. In addition, Mastery Checkpoints are undertaken so that students receive written feedback on their progress and again how to improve or advance their knowledge and skills. Summative assessment is conducted at the end of significant periods of study to provide feedback to students on their achievement against the learning outcomes for that study period and result in a grade being awarded.

05 Academic Support

Academic support is designed to cater for all students, not just students with a diagnosed learning disability. It recognises the individual needs of the students at Timbertop. In order to cater for these needs, screening and diagnostic tests are conducted at thecommencement of the school year. These tests assist in the identification of students who are either under-achieving academically or who have high intellectual potential and need to be challenged. The results are used in conjunction with teacher and parent recommendations.

Academic Support Programme (ASP) elective

The Academic Support Programme is a subject offered to a small number of students who are in need of extra assistance in literacy and numeracy. These students have been selected through diagnostic testing. This elective provides the necessary time for students to work on specific weaknesses identified by educational psychologists. In addition to this, instruction may be given in time management, involving the setting of short-term and longterm goals; organisation, incorporating the physical work environment; and study skills, involving strategies for effective study habits. This is run as an elective block across both semesters and students must meet a specific criteria to be eligible.

Other Support Structures

Given the busy nature of the Timbertop programme, students will find that with the loss of weekends and the competing demands for their time, keeping up with their academic workload is challenging. Staff at Timbertop offer a range of extra-help sessions for support out of class times. These are voluntary for students; however, some students may be asked to attend to give them the support they need beyond the normal class time. There is no paid tutoring available at Timbertop, however, for all students the opportunity to get assistance is available, they often just need to ask. In addition, students who experience some difficulty accessing the curriculum may be provided Inclusive Learning Recommendations, which assists them and their teachers to best meet their individual needs. These plans are prepared by the school after discussion with key academic staff, parents and the student, all done on a case-by-case basis.

Catering for High Achievers

Timbertop recognises an inclusive definition of giftedness and encourages excellencein all of its forms of intellectual, academic and creative endeavour. There are a range of opportunities to develop musical and artistic talents in the co-curricular programmes. In pure academic pursuits, enrichment is provided to students who show capacity beyond the core offerings. For example, in Mathematics, students can self-select the level of challenge in every part of the course. Classes are not streamed and staff will work with any student to guide them in their studies to achieve their best. Where students have significant prior learning, contact should be made with the Academic office to discuss appropriate subject choices and enrichment opportunities.

GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

CURRICULUM GUIDE 2024

YEAR 10

Last updated June 22, 2023

01 Welcome to Year 10

Enabling student choice for future success

Offering an innovative and creative curriculum, the Year 10 programme builds on the skills and knowledge acquired at Timbertop and focuses on fostering the attitudes and attributes that will enable student success in the International Baccalaureate Diploma Programme (IBDP) and Victorian Certificate of Education (VCE).

The programme provides student choice, in both the core and elective components, ensuring strong learning foundations leading into Years 11 and 12, whilst allowing student exploration of new subjects and alignment with interest areas.

Students displaying the appropriate academic ability and maturity may have the option to complete VCE subjects in Year 10.

Core subjects (compulsory)

In Year 10, students study the core subjects: English, Mathematics, Science and Pathways (wellbeing and growth programme).

All subjects are studied for the entire year.

All students participate in the Pathways programme which occurs in the timetable three times a week. This student Wellbeing and Progress programme is designed to support students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service.

Elective subjects

A wide range of elective subjects is offered, providing a complete and balanced range of subjects from all of the major academic disciplines and offering something of interest and value to all students.

Students choose six semester units from the following:

Elective Subjects that must be taken for both semesters:

- Chinese, French, Japanese

Elective Subjects that can be taken in one semester or both:

- Geography (Environmental Change and Management, and Geographies of Human Wellbeing)
- History (Ancient Worlds, Big Ideas, Making the Modern World)
- Music

Subjects taken for one semester only:

- Agriculture and Horticulture
- Art - Photography & Film
- Art - Studio
- Art - Visual Communication Design
- Commerce - Entrepreneurship
- Commerce - Markets, Justice and Money

- Design Technology - Textiles
- Design Technology - Resistant Materials
- Drama
- Literature - Giants of Literature (Semester One)
- Literature - Modern Literature (Semester Two)
- Music
- Music Technology
- PE - Sports Coaching
- PE - Sport Science
- Philosophy and Religious Studies - Being Human

Students are encouraged to maintain breadth in their elective subjects in order to develop a range of skills and a good foundation for Years 11 and 12.

VCE Units 1 & 2

Students who display the academic ability and maturity in Year 9 have the option of completing VCE subjects in Art Making & Exhibiting, Visual Communication and Design, Physical Education, Environmental Science and Psychology.

Availability of Subjects

At the completion of the subject selection process a subject may not proceed if there is an insufficient number of students choosing that subject. The students involved would be informed of the changes as soon as possible

02 Arts

Visual Arts Overview

In Year 10 Visual Arts, elective choices are:

- Art Studio (Either Semester)
- Photography & Film (Either Semester)
- Visual Communication Design (Either Semester)

For students considering art studies in VCE (Art Making and Exhibiting [formally known as Studio Arts], Media, or Visual Communication Design) or IB Diploma (Visual Arts), at least one Year 10 Visual Arts elective is recommended for entry.

Students are also advised to enrol in at least one term of Life Drawing in the Activities programme.

Art - Photography and Film

Course Study Either Semester

Prerequisites

There are no prerequisites for this course. Students will be able to borrow School's digital SLR cameras, video equipment, microphones and tripods, however, they may also use their own equipment.

Course Description

In the practical component, students integrate both black and white and digital photography as well as film in the development of a folio and explore a range of photographic and movie making processes. With a focus on design elements they are introduced to composition and a variety of ways to manipulate image using the camera, darkroom techniques and new media technologies. In the appreciation component, students develop research and analysis skills with a focus on specific artists and styles studied. They will gain an understanding of issues in relation to the production, distribution and consumption of media products. The study can be continued either through VCE Media (Units 1-4), or IB Visual Arts.

It may also be used as a foundation for VCE Art Making and Exhibiting or VCE Visual Communication Design.

ASSESSMENT
1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

Art - Studio

Course Study Either Semester

Prerequisites Nil

Course Description

This elective focusses on the realisation of creative ideas through the exploration of a broad range of processes. In the practical component, students explore personal responses to a variety of subject matter across two- and three- dimensional artforms. In addition, students are introduced to a variety of presentation techniques and are encouraged to develop imaginative and conceptual responses to selected topics. They are encouraged to develop, refine and confidently implement a range of techniques to enhance ideas and imagery using a broad range of media and materials. In the appreciation component, students investigate

historical and contemporary artists from a range of cultural contexts, and further develop their skills in interpreting and analysing artworks.

The study can be continued either through VCE Art Making and Exhibiting (Units 1-4), or IB Visual Arts.

ASSESSMENT

1. Folio (70%)
2. Research and Analysis (20%)
3. Examination (10%)

Art - Visual Communication Design

Course Study Either semester

Prerequisites Nil

Course Description

Visual Communication Design relates to design in the following areas: publishing, advertising, architecture, product design, package and multimedia design. It has practical applications in environmental, industrial and communication design, as well as engineering. Students explore manual and digital methods to develop and refine presentations. They are introduced to the basic vocabulary of visual communication through practical exercises in advertising, typography, layout, rendering and computer work. Freehand and instrumental drawing techniques are investigated in a series of practical exercises to produce a number of folios. In addition, students research and analyse an example of a commercial visual design, as well as look at various fields of practice within the design area. Creative, critical and reflective thinking supports students to progress through the design process. The study can be continued either through VCE Visual Communication Design (Units 1-4), or IB Visual Arts.

It may also be used as a foundation for VCE Media or VCE Art Making and Exhibiting.

ASSESSMENT

1. Folios (70%)
2. Research and Analysis (20%)
3. Examination (10%)

Drama

Course Study Either semester

Prerequisites Nil

Course Description

Year 10 Drama offers insight into the world of Drama and Theatre Arts. Our introduction to acting skills is complemented by discussions on applied stagecraft, theatre history and play excerpts. Students are involved in theatre games, improvisation and polished improvisation, voice work and movement. Cohesive group work is an objective in the early stages as it fosters confidence, acceptance and experimentation. Concentration on the potential of the individual inside the ensemble evolves into a dramatic production that is performed for a public audience.

Students will learn the elements of theatrical production: stage and set design, lighting, costume, make-up and sound. They will learn theatrical terms; they will read extracts from famous texts and discuss how characters might be realised and where moments of conflict or laughter might occur for an audience. Through rehearsals they will come to a greater understanding of the pitfalls and joys of theatrical performance. They will keep a written journal to record their discoveries and to evaluate their own learning in the theatre.

Option one: Semester one - Playscript Interpretation

This semester focuses on the interpretation and production of a play, involving all aspects of production processes: conceptualisation; interpretation; realisation; stagecraft and critical analysis.
On completion of this unit, students should be able to: use two areas of stagecraft in the planning, development, season and evaluation of the production of a play; analyse the influences of stagecraft on, and the collaborative processes involved in, the production of a playscript; and analyse and evaluate the relationship between a written play script and its interpretation on stage.
Assessment is based on each student's contribution to class dramatic activities, on the contribution made to the ensemble in performance, on textual analysis, understanding of theatrical terminology and on simple design technique

Option two – Semester two - Collaborative Project

Students collaborate to create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice. Students will be responsible for two areas of stagecraft for the collaborative piece of theatre.
Assessment is based on each student's contribution to class dramatic activities, on the contribution made to the ensemble in performance, on textual analysis, understanding of theatrical terminology and on simple design technique

Students can complete both options over the course of the year. Each option is one semester long.

Music

Course Study Either Semester

Prerequisites Nil

Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, VET or IB. Through an instrument/s of choice, students will engage with music practically in both a performance and composition context, developing a portfolio of work throughout the course of the semester. Through listening and analysis, students will develop their music language skills, acquiring and using terminology to describe and analyse music from a range of styles and genres. Whilst there is no written examination for this subject, there will be three separate portfolio submissions as well as a performance recital examination.

ASSESSMENT

There are four Reportable Assessment Tasks for this course, one for each unit of study, as well as the Performance Recital Examination.

These are:

1. Written and Aural Music Language (25%)
2. Listening and Responding (25%)
3. Composition/Creation (25%)
4. Performance Recital (25%)

Music Technology

Course Study Either Semester

Prerequisites Nil

Course Description

This course aims to introduce and develop the necessary skills and knowledge in pursuing music as a pathway in either VCE, IB but particularly VCE/VET Sound Production. Using the Ableton Live Digital Audio Workstation software package and live sound reinforcement equipment, students will be guided through a range topics including digital audio editing, audio processors, effects units, equalisers and filters, mixing consoles, microphones and DI's, connectors and lead types and safe work practices. There is an element of inquiry-based learning through research and analysis production portfolio task. Students are encouraged to enrol in private sound production lessons to consolidate their understanding and further their explorations. This course is a pathway to VCE/VET Music Industry as well as IB Music in the Standard or Higher level.

ASSESSMENT

There are three Reportable Assessment Tasks for this course, one for each unit of study. These are:

1. Re-mix task (40%)
2. PA set up task (20%)
3. Music production portfolio (40%)

VCE Art Making and Exhibiting (formally known as VCE Studio Arts)

https://vimeo.com/825323287

This VCE subject is available in Year 10, subject to HOF approval.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 Studio Arts or any of the other Visual Arts subjects is highly advisable.

Overview

VCE Art Making and Exhibiting introduces students to art creation and exhibition methods. Through inquiry learning, students explore materials, techniques, processes, and the ways artworks are made. They learn how art elements and principles contribute to aesthetic qualities and convey ideas visually. Students develop their skills through creating and presenting their own artworks, as well as analysing artworks by other artists. Visiting exhibitions is essential to understanding display and curation practices, influencing students' own art. Responding to artworks in various spaces, such as galleries and museums, is integral to the study. Students gain insights into exhibition design, conservation, and promotion, while appreciating the diversity and different forms of art. They also learn about curating, displaying, and conserving their own and others' artworks. Students become aware of difference and diversity in the views of others working in the arts industry, giving them a stronger understanding of the various forms that art may take.

What type of projects to expect?

Folio documentation of the production process; artwork production, e.g. paintings, drawings, prints, sculptures, ceramics, analogous and/or digital photography; experimentation with a variety of materials and techniques associated with specific artforms; visual analysis tasks.

What future pathways there exist?

VCE Art Making and Exhibiting provides pathways to tertiary courses in e.g. Fine Arts, Art History, Art Curatorship, Art Therapy, Advertising and Marketing.

Course Description

Unit 1: Semester 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

ASSESSMENT
1. Folios (65%)
2. Research (15%)
3. Examination (20%)

Unit 2: Semester 2 – Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

ASSESSMENT
1. Folios (65%)

2. Research (15%)
3. Examination (20%)

YEAR 11 : Finished Works examples

https://vimeo.com/837806792

Unit 3: Semester 1 – Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Unit 4: Semester 2 – Consolidate, present and conserve

In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in – specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations

involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. They document the investigation and review of artworks and exhibitions in their Visual Arts journal.

ASSESSMENT

1. School-assessed Coursework – Unit 3 (5%)
2. School-assessed Coursework – Unit 4 (5%)
3. School-assessed Task – Units 3 and 4 (60%)
4. End-of-year examination – (30%)

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Artist • Curator • Conservator • Gallery Director • Art Theorist/Critic • Animator • Illustrator • Craftsperson • Furniture Designer • Fashion designer • Art Therapist • Cartoonist • Sculptor • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

Year 12 : Finished Works examples

https://vimeo.com/837808630

VCE Visual Communication Design

https://vimeo.com/825766786

This VCE subject is available in Year 10, subject to HOF approval.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

Overview

VCE Visual Communication Design focuses on visual language's role in communication, problem-solving, and behaviour influence. Students manipulate type and imagery for specific purposes, audiences and contexts, combining manual and digital methods with with design elements and principles. They learn how aesthetics contribute to effective communication and design resolution. Students explore how designers visually communicate concepts in messages,

objects, environments, and interactive experiences. They address design problems to improve services, systems, spaces, and places, using the design process, thinking strategies, drawings, models, and prototypes. Students participate in critiques considering factors like good design, aesthetics, and socio-cultural influences. Human-centered, ethical, sustainable, and culturally appropriate practices are considered. The study aims to nurture future-ready designers by providing them with the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

What type of projects to expect?

Folio documentation of the design process; creation of finished designs e.g. brands, logos, illustrations, posters, flyers, brochures, visual merchandising, publications, signage, displays, objects, packaging, aps, icons, websites, visual interfaces, products, interiors, buildings and other structures; exercises focussing on developing skills and knowledge in observational and technical drawings, as well as, professional computer aided design software; visual analysis tasks.

What future pathways there exist?

VCE Visual Communication Design provides pathways to tertiary courses in design, e.g. Graphic/Communication Design, Industrial/Product Design, Architectural Design, or Advertising and Marketing; design-related studies, e.g. Mechanical, Production and/or Civil Engineering; as well as, other areas of the construction industry requiring an understanding of visual communication.

Course Description

Unit 1: Semester 1 – Finding, reframing and resolving design problems

In this unit students learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They grasp the value of human-centered research methods, collaborating to understand stakeholders' perspectives and uncover design problems. Students draw on these insights to determine communication needs and prepare design criteria in the form of a brief. Moreover, students learn about the phases of the VCD design process and the modes of divergent and convergent thinking, and how these can be integrated into future design projects. In such projects students use methods, media and materials typically employed in the specialist fields of

communication and industrial design. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

ASSESSMENT
1. Folios (70%)
2. Research (15%)
3. Examination (15%)

Unit 2: Semester 1 – Design contexts and connections

Unit 2 builds on prior knowledge of visual communication and human-centered research methods explored in Unit 1. Students apply the VCD design process to design environments and interactive experiences, adopting practices from fields like architecture and interior design. Students learn about the role of interactive designers in user experience (UX) and explore methods, media, materials, design elements, and principles. They develop responsive spaces and interfaces considering contextual factors and user needs. Activities emphasize the connection between design, context, and emotional impact in physical and digital spaces. Historical movements and cultural design traditions inspire students in designing for the future. Design critiques remain crucial, refining skills in articulating and justifying decisions, and providing constructive feedback. Culturally appropriate design practices in Area of Study 2 explore Indigenous knowledge protocols, particularly Aboriginal and Torres Strait Islander design traditions. Students also examine ownership and intellectual property's impact on designers across contexts and specialist fields.

ASSESSMENT
1. Folios (75%)
2. Examination (25%)

Unit 3: Semester 1 – Visual communication in design practice

In this unit, students explore the work and processes of designers across various fields of design practice. By examining their work they gain insights into how they create messages, objects, environments, and interactive experiences. They learn about the contexts, relationships, and responsibilities of designers and how they respond to design problems and good design. Students also identify factors influencing professional design practice's evolution and develop practical skills in visual communication. They examine how designers respond to design problems and conceptions of good design, analysing examples and focusing on aesthetic

qualities' purposes, functions, and impacts. This exposure lays the foundation for their investigation of the VCD design process. Students then apply this knowledge to explore the Discover, Define, and Develop phases of the VCD process to address a design problem, using research methods to prepare a brief (defining two communication needs for a real or fictional client) and generate, test, and evaluate design ideas that are refined in Unit 4.

Unit 4: Semester 2 – Delivering design solutions

In Unit 4 students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. They choose how best to present design solutions, considering aesthetic impact and the communication of ideas. Finally, the students choose the appropriate materials, methods, and media to present their final design solutions in a distinct format that addresses the design criteria specified in the brief.

ASSESSMENT

1. School-assessed Coursework – Unit 3 (20%)
2. School-assessed Task – Units 3 and 4 (50%)
3. End-of-year examination – (30%)

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Animation Designer • Architect • Concept Designer • Fashion Designer • Graphic Designer • Illustrator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • UX/UI designer • Web Designer/Developer

Year 11 : Finished Works and Folio examples

https://vimeo.com/837813018

Year 12 : Finished Works and Folio examples

https://vimeo.com/837815897

03 English

English

Course Description

In 'How one should read a book?' (1913), Virginia Woolf describes a library where 'books written in all language by men and women of all tempers, races and ages jostle each other on the shelf', and asks: 'How are we to bring order into this multitudinous chaos and so get the deepest and widest pleasure from what we read?' Attempting to answer this question is essentially the objective of Year 10 English at Geelong Grammar School.

The answer, in the first instance, is critical thinking, or what Roy Peter Clark (2006) has described as the technique of 'X-ray reading' – acquiring a 'special vision' that allows students to 'observe the machinery of making meaning, invisible to the rest of us' – or what Steven Pinker has called 'reverse engineering' through which students can 'see the moving parts, the strategies that create the effects we experience from the page'. Through a close study of poetry, prose fiction, Shakespearean drama, film and media texts, English students at GGS develop skills in analysing and evaluating how language features, images and vocabulary create meaning and contribute to the development of writers' and directors' individual styles.

The second answer to Woolf's question is one she supplies herself: creative engagement. She writes, 'Perhaps the quickest way to understand the elements of what a novelist is doing is not to read, but to write; to make your own experiment with the dangers and difficulties of words.' In creating their own texts, students at GGS experiment with language features, stylistic devices, text structures and images for different purposes and audiences. When creating and editing their texts, students demonstrate their understanding of spelling, punctuation and grammar, and vary vocabulary voices for intended effect.

The third (and final) answer to Woolf's question rests in the fact that while reading may be a solitary act, learning is relational. The emphasis, therefore, in the English classroom at GGS is on creating a community of inquiry. Students practise their speaking and listening skills by

reflecting on, extending, endorsing or refuting their peers' interpretations of and responses to texts. They explain, in spoken form, different viewpoints, attitudes and perspectives, and plan, rehearse and deliver persuasive presentations.

The English curriculum opens with a study of topical issues in the media (like #BlackLivesMatter or social media technologies) and ways that a significant text (like To Kill a Mockingbird or Black Mirror) may help us respond to this issue. In Term 2, students complete a poetry unit of learning. Examples of these inquiry-based electives are listed below, but these are likely to change from year to year according to the interests of students and the teaching passions of our Year 10 team. Assessments for each of these electives will be common across the cohort. In Term 3, students study Shakespeare's Macbeth with focus on the inquiry question: 'Does achieving success mean being happy?' In Term 4, students complete a unit focusing on the craft of creating written texts. This is undertaken with a focus on the ideas framework of 'Writing About Adventure' and is informed by the study of a range of mentor texts sourced collaboratively between students and teachers.

POETRY ELECTIVES

- What roles do nature and imagination play in your life? A study of Romanticism.
- The Worlds of Heroes. A study of war poetry from the ancient world to the present one.
- Around the world in 18 poets. A study of poetry to emerge from six different continents.

Students intending to progress to English as an Additional Language (EAL) are supported in their language acquisition and consolidation of communication competencies. Special attention is paid to students' communicating effectively in spoken and written English for social and academic purposes. Texts are selected and electives are designed to meet these students' particular literacy needs and to promote cultural and plurilingual awareness – that is, to build students' understanding of the cultural conventions of language use in Australia and to draw on the knowledge and resources of students' first languages and cultures in order to enhance learning.

ASSESSMENT – Semester 1

1. Responding analytically (40%)
2. Analysing and Presenting Argument (50%)
3. Language and Grammar (10%)

ASSESSMENT – Semester 2

1. Responding analytically (45%)
2. Crafting Texts (45%)
3. Language and Grammar (10%)

Literature - Giants of Literature

Course Study Semester One only

Prerequisites Nil

Course Description

The Year 10 Literature electives are an expansive exploration of the literary canon. Not only do these electives preview senior courses in literature, they equip students with the cultural capital that will benefit their future studies in English and the Humanities, and, possibly, make them interesting and popular dinner guests long into the future!

In Giants of Literature (Middle Ages, the Renaissance & the Romantics), students study a breadth of texts across key movements and genres, from the medieval epic Beowulf and Chaucer's The Canterbury Tales, to the Metaphysical poets of the English Renaissance, to iconic Romantic and Gothic writers of the late-nineteenth century.

Students will be rewarded with a great bird's eye view of how some of the big universal themes of literature have developed over time prior to the twentieth century. Students will also be invited to question how we should 'understand' the literary canon and the voices that are amplified and celebrated.

ASSESSMENT
1. Responding analytically (50%)
2. Comparing texts (25%)
3. Responding in spoken form (25%)

Literature - Modern Literature

Course Study Semester Two only

Prerequisites Nil

Course Description

The Year 10 Literature electives are an expansive exploration of the literary canon. Not only do these electives preview senior courses in literature, they equip students with the cultural capital that will benefit their future studies in English and the Humanities, and, possibly, make them interesting and popular dinner guests long into the future!

In Modern Literature (20th & 21st Centuries), students study a breadth of texts across key movements and genres of the twentieth and twenty-first centuries, from iconic Modernist writers like W.B. Yeats, T.S. Eliot and Virginia Woolf, to popular writers of the Cold War period and modern day.

Students will be rewarded with a great bird's eye view of how some of the big universal themes of literature have developed over time, and how the great canon of literature continues to challenge and inspire our lives in the twenty-first century.

ASSESSMENT

1. Responding analytically (50%)
2. Comparing texts (25%)
3. Responding in spoken form (25%)

04 Health & Physical Education

PE - Sports Coaching

https://vimeo.com/438106531

Course Study Either semester

Prerequisites Nil

Course Description

The updated subject explores the concept of greater levels of ***practical*** application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the ***practical*** setting.

Topics will enable students to prepare for VCE Unit 1 and 2 Physical Education as well a direct pathway to VCE/VET Sport and Recreation Certificate II.

In a ***real world*** setting the study examines skill acquisition to qualitatively analyse performance, with exposure to sport specific technology to create feedback and intervention for improvement.

Through the coach's lens; students will be exposed to knowledge in preparedness for gaining qualification in umpiring and coaching. The outline includes an enduring understanding of injury prevention, ethicality of performance enhancement, with an overarching embedment of positive sports psychology.

Students will be undertaking a significant level of ***applied practical*** experiences, within ***live sporting environments***. These include coaching of younger students within a physical education class, along with umpiring and management of safety within a sporting event.

Curriculum Structure

Key Knowledge

- Skill acquisition
- Qualitative analysis and feedback
- Coaching types and philosophy
- Coaching structure
- Injury prevention
- Sports Psychology

Key Skills

- Technology in sports analysis
- Attainment or preparedness of certificates in:
  - Umpiring
  - Coaching
  - Sports Ethicality
  - Strapping
- Coaching of Year 5&6 students

PE - Sport Science

https://vimeo.com/353499212

Course Study Either semester

Prerequisites Nil

Course Description

The updated subject explores the concept of greater levels of ***practical*** application to the course structure. The nine lessons a cycle is managed to enhance the opportunity for all students in the ***practical*** setting.

This unit introduces required content for *IB Sports, Exercise and Health Science and VET/VCE Sport and Recreation Certificate III*

Students learning of this course generates the enduring understanding of how sport science is used to enhance athlete performance from a variety of Sport Science fields, including the use of data in ***sporting application***.

With the provision of biomechanical technology, ***hands on*** investigation enhances the

understanding biomechanical principles enabling improved / more efficient performance via the manipulation of technique, clothing and / or equipment.

An integral aspect of the course is to investigate the characteristics of the 3 Energy Systems in ***real world application***, using GPS tacking systems and technology. This along with exploring the multifactorial fatigue mechanisms that impair the resynthesis of energy during performance of sport.

Students apply theoretical knowledge into ***practical*** investigation to understand and identify the structure and function of the skeletal and muscular systems from both a health and performance perspective.

Curriculum Structure

Key Knowledge
- Physiology
- Biomechanics (movement of the human body)
- Anatomy

Key Skills
- Technology in sports analysis
- GPS tracking and technology
- Anatomical referencing and posture assessment

VCE Physical Education

https://vimeo.com/825716430

This VCE subject is available in Year 10, subject to HOF approval.

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships

between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 2: Semester 2 - Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.
Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-

based strategies that are effective in promoting participation in some form of regular physical activity.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 3: Semester 1 - Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Semester 2 - Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual,

and evaluate the chronic adaptations to training from a theoretical perspective.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

05 Humanities

Philosophy and Religious Studies - Being Human

How humans understand, believe and act

Prerequisites Nil

Course Description

Have you ever stopped to think about thinking? Or had an ethical dilemma? Or wondered why 85% of people on the planet are religious; and what it is they believe? This elective is structured around three key units of study, each relating to specific philosophical and religious understandings of what it means to be human: "body" "mind" and "spirit". We will investigate the question of "being human" through the lenses of (i) contemporary understandings of personhood (ii) philosophy of religion and ethics (iii) teachings and practices of two major world religions: Buddhism and Christianity. This elective provides pathways to IB Theory of Knowledge, as well as Year 11 History and English Literature courses.

Assessment:

- Independent research project (20%)
- Essay (20%)
- Collaborative research presentation (20%)
- End of semester in-class test (40%)

Commerce – Entrepreneurship

https://vimeo.com/566348469/b3ea059000

Course Study Either semester

Prerequisites Nil

Course Description

'Entrepreneurship is the pursuit of opportunity beyond resources controlled'
Professor Howard Stevenson, Harvard Business School

Ever wondered what starting a business would be like? Here's your chance to find out! The core focus of this elective is to give you the tools and successful industry mentors to help you make this a reality.

This elective will allow you to pursue opportunities and innovations whilst benefitting from excellent internal and external resources. The aim is that you acquire skills and knowledge to become an entrepreneurial leader of a new business idea or an integral part of somebody else's idea. You will learn how to deal with uncertainty, manage innovation and improve the business idea through the application of best practice methods of small business management and new product development.

The course will also include an analysis of your own entrepreneurial capacities, the importance of small business, innovation and enterprise to the global economy, benchmarking of small business performance, as well as the process of new product development and commercialisation via interactive workshops. The fundamentals of accounting, marketing, entrepreneurship and innovation, intellectual property management, and the operations of small business and technology are also covered.

Driven by ambitious standards of excellence, you will:

- aim to become an inspired and/or inspiring leader who will create or help to facilitate opportunities to design and implement
- innovation.
- shape the evolution of innovation in ways that advance the public interest
- champion technological and social innovation towards the achievement of an inclusive and regenerative society.
- partner with social enterprises to co-create culturally informed solutions to community identified challenges.

The entrepreneurship course will provide you with an excellent insight into what the longer-term future may hold for you as an innovator. In the short term it can demonstrate the value of subjects currently available in Year 11 and Year 12 (Business Management, Accounting, Economics (VCE and IB) and Legal Studies).

ASSESSMENT

- Assessment 1 – Presenting a viable problem (10%)
- Assessment 2 – Business function reflection (20%)
- Assessment 3 – E-Portfolio and Infomercial (70%)

Commerce - Markets, Justice and Money

https://vimeo.com/566354458/1984a09aef

Course Study Either semester

Prerequisites Nil

Course Description

The Year 10 Commerce course is a semester length subject that focuses on three essential areas: Accounting, Economics, and Legal Studies. The curriculum emphasizes the application of command terms and a deep comprehension of mark structure, enabling students to effectively interpret and respond to various types of questions commonly encountered in VCE and IB commerce assessments.

In the Accounting component, students delve into the analysis of income statements, balance sheets, and cash flow statements, gaining proficiency in evaluating business performance. The Economics module provides students with a comprehensive introduction to microeconomics, delving into concepts such as opportunity cost, economic modelling, and the fundamental principles of supply and demand. Through interactive lessons and activities, students develop a solid understanding of economic theory and its practical application to real-world scenarios. The Legal Studies component of the course explores the intricacies of criminal and civil law, equipping students with a thorough understanding of law creation and enforcement. Additionally, students have the unique opportunity to visit the Melbourne Magistrates Court, where they can witness the legal system in action, further enhancing their knowledge and understanding.

Through engaging lessons, self-paced activities and blended learning practices, students develop critical skills and gain practical knowledge essential for navigating the dynamic and evolving world of commerce with confidence. The Year 10 Commerce course offers a robust foundation for future studies in VCE and IB Economics, VCE Accounting, VCE Business Management and VCE Legal Studies, equipping students with the necessary tools for success in their academic and professional endeavours.

Geography - Environmental Change & Management

https://vimeo.com/272893345

Course Study Semester One only

Prerequisites Nil

Course Description

If you want to better understand the factors that impact our environment, then this is a course for you. You will start by developing your Geography skills and then explore our local coastal environments. Students visit 13th Beach, Barwon Heads and Ocean Grove to learn about the natural and human impacts that effect the three beaches. Following this coastal study, you will undertake a brief overview of weather systems. You will then use your understanding of weather systems to explore climate change and how weather patterns have changed as a result. You will evaluate both the positive and negative impacts of climate change on our environment. An uplifting part of this course is the focus on responses to climate change on both global and local scales. In keeping with the course's theme of environmental challenges and the ocean you will study a unit on marine pollution, looking at the causes and solutions to plastics in our oceans. By doing this course you will get a good taste of both IB and VCE Geography.

ASSESSMENT:
1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

Geography - Geographies of Human Wellbeing

https://vimeo.com/272893911

Course Study Semester Two only

Prerequisites Nil

Course Description

If you ever wondered if Australia is the lucky country or which country or region of the world

you should live in when you get older, then this is the course for you. This course focuses on investigating global, national and local differences in human wellbeing. There are many factors that impact wellbeing and while income is an important one there are many others. Wellbeing is also impacted by an individual's perceptions and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals. This unit examines these different concepts and measures of human wellbeing, and the causes of global differences in these measures. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. You will explore programmes designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world. By doing this course you will get a good taste of both IB and VCEG Geography.

ASSESSMENT:
1. Classwork (20%)
2. Assignment (20%)
3. Field Report (20%)
4. Examination (40%)

History - Ancient Worlds

https://vimeo.com/353500892

Course Study Either semester

Prerequisites Nil

Course Description

Ancient civilisations have had a significant influence on our modern world: our perceptions, systems, values, and culture. This semester-length course will explore a number of ancient societies: from Ancient Greece and Rome to Ancient China. If you are interested in different cultures and civilisations, if you like the idea of reading into the hidden meaning of historical artefacts and artworks, this course will suit you. You will have the opportunity to study the people, places, leaders, beliefs, and cultures of these ancient worlds through the artefacts that have been left behind and the work of archaeologists. You will learn how to interpret ancient cultures from a modern perspective, and how to trace fascinating links between ancient worlds and the world we live in now. During the semester, you will engage in a historical

project of your own design which will encourage your own exploration and enhance the development of your research, communication and presentation skills.

This course is an excellent preparation for those students who wish to: study Ancient History VCE in Year 11; develop their historical and critical thinking skills relevant to further study of History and Global Politics in the VCE and IB; begin their journeys to tertiary study and future careers.

ASSESSMENT
1. Source Tasks 20%
2. Collaborative project 20%
3. Independent research project 20%
4. Examination 40%

History - Big Ideas

https://vimeo.com/438110474

Course Study Either semester

Prerequisites Nil

Course Description

The period 1300 to 1700 AD witnessed the development of several major movements which brought about a shift in people's perceptions of their place in the world and which went on to shape modern society. Ideas from the Scientific Revolution, the Renaissance and Humanism, the Reformation and the Enlightenment led people to depend less on faith and more on reason. New ideas based on observation and experimentation emerged about anatomy, astronomy, art and architecture as well as notions about how society should be organized and the nature of the universe This semester-long course will chart a path through the period investigating the key ideas and discoveries of the time to identify turning points in human thought and progress. Students will have an opportunity to consider the origins of these big ideas and the impact they had at the time and on our lives today.

This course provides students with the opportunity to build and develop historical and critical thinking skills crucial to the study of VCE and IB History and the Global Politics VCE course. Many of the themes studied in the elective will also provide excellent contextual knowledge

for Senior studies in the Humanities, English Literature, the Arts and IB Theory of Knowledge.

ASSESSMENT

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

History - The Modern World

https://vimeo.com/438108598

Course Study Either semester

Prerequisites Nil

Course Description

The twentieth century was a critical period of social, cultural, economic and political development around the world. In this elective students will build on their knowledge from their studies in Year 9 and delve into this exciting period of change, from the end of WWI through to the modern world. There will be an opportunity to investigate two key themes: Conflict and Protest. The conflict unit initially explores the causes and nature of WWII before progressing to investigate a more recent conflict to compare to WWII. Students subsequently study the Civil Rights campaigns in Australia and the USA, before considering other protest movements in the modern world. Throughout the course students will deepen their capacity to critically analyse historical evidence and form coherent arguments. They will also strengthen their understanding of the key historical concepts of change and continuity, cause and consequence and significance. There are opportunities for students to enhance their self-directed learning skills through research projects which incorporate collaboration, creativity, research, and presentation skills. This course has further applications for study of History (IB and VCE) and Global Politics (VCE) and provides valuable context for Year 10 English.

ASSESSMENT

1. Research Assignments 40%
2. Class tests 30%
3. Examination 30%

06 Languages

Chinese

Course Study Both Semesters

Prerequisites Year 9 Chinese

Note: From 2024, VCE Chinese will no longer be available. Learning pathways for Chinese will be through the IB Diploma only.

Course Description

Note: This course is **not suitable** to any student who has attended any school where Chinese is the medium of instruction. It is not suitable for first language learners. It is generally expected that a student has a minimum of 120-150 hours pre-course class learning. Assessments prior to the course will take place at the beginning of the year for class allocation purposes.

CHINESE Continuing

This course is designed for second language students who have limited background and are continuing with their learning after Year 9 Chinese. The aim of this course is to provide students with the foundation for their future study of IB Chinese B. By the end of the course students will be able to understand and exchange information on the following topics: relatives, extended family and appearance, places of living and the weather, illness and injuries and seeking medical advice, describing simple ailments, studying subject and school facility, hobby and occupation, food and drink, eating out and shopping, asking and giving directions.

ASSESSMENT
1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

CHINESE Advanced

This course is designed for second language students who have some background and require further development of their skills in order to undertake the study of IB Chinese B. Note: This course is **not suitable** for first language learners. In Semester 1, students will work to consolidate and extend vocabulary on a range of familiar topics relating to personal and family profiles, school and daily life, food and eating habits in a cultural context. In Semester 2, students are expected to participate in spoken and written exchanges with a degree of sophistication and to respond to spoken and written texts in relation to a broad range of topics including, weather report, health and sports, locations and directions, holiday arrangement and experiences. Traditional forms of writing may be used, but students must be able to read simplified characters.

ASSESSMENT
1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

French

Course Study Both semesters

Prerequisites Year 9 French

Course Description

The course continues to develop the four macro skills of listening, speaking, reading and writing. Students communicate appropriately in a variety of contexts and use language in familiar situations to influence the listener and negotiate. They read with understanding a variety of short text types, use communication strategies to cope with occasional unfamiliar words and use information from a variety of sources to write four or five paragraphs, adapting their writing to reflect context, purpose and audience.

In Semester 1, content areas include: past and future holidays, camping, ailments, food.

In Semester 2, content areas include: transport, shopping, talking about the past.

ASSESSMENT
1. Listening Skills (25%)
2. Speaking Skills (25%)
3. Reading Skills (25%)
4. Writing Skills (25%)

Japanese

Course Study Both semesters

Prerequisites Year 9 Japanese

Course Description

In order to study Japanese at Year 10 it is expected that students will have completed two to three years of study of the language between Years 7 and 9. This course requires students to have prior knowledge (at least 150 hours) of Japanese and a good grasp of script.

In Semester 1 students learn to exchange personal information with greater detail and sophistication. They are able to extract relevant information from written and oral sources despite the presence of unfamiliar elements. Students are expected to create pieces of work using various discourse forms and styles. The number of Kanji introduced is increased and students consolidate their ability to use all three scripts. Content areas include the personal world, shopping and eating out.

In Semester 2, students participate in a number of oral activities, being able to both give and receive information and communicate orally in the style appropriate to the occasion. More Kanji are introduced and students continue to consolidate their knowledge of the three scripts. Content areas include; life in Japan, sports and activities and directions.

At the end of each unit of work, students are tested on the topic they have studied. The focus of these assessments is on listening and reading. Throughout the units of work students are assessed on their written and oral skills. Assessment tasks, where appropriate, are modelled on the style of assessment used in senior years.

ASSESSMENT
1. Listening Skills (25%)
2. Speaking Skills (25%)

3. Reading Skills (25%)
4. Writing Skills (25%)

07 Mathematics

Course Study Both semesters, compulsory

Course Description

The Year 10 Mathematics course follows the Victorian Mathematics Curriculum and is organised into three strands:

Number and algebra – Real numbers; Money and financial mathematics; Patterns and Algebra; Linear and non-linear relationships.

Measurement and geometry – Units of measurement; Geometric reasoning; Pythagoras and trigonometry.

Statistics and probability – Chance; Data representation and interpretation.

Across these three strands students:

- extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.
- expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane.
- solve problems involving surface area and volume for a range of objects and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angle triangles, Pythagoras

theorem and trigonometry.
- extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events.
- use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable. They discuss claims made using statistics in various media articles and other reports, on issues of interest.

There is also scope for students to be extended:

- in number and algebra to investigate the structure and properties of number systems, with further analysis of order relations and inequalities. In the study of trigonometry to include an introduction to circular functions and equations, and in the study of indices and exponential functions to include logarithms and logarithmic functions.
- in measurement and geometry towards proving a broader range of geometric propositions solving trigonometric problems in non-right angles triangles, or solving three dimensional problems involving surface area and volume of cones, spheres and composite shapes.
- in statistics and probability to explore the concepts of conditionality, dependence and independence in depth, or consider how various measures of location and spread can be used to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

In Semester 1, students have a choice of three possible courses dependent on their mathematical ability and results from their previous years of study. The Foundation course follows Level 10 of the Victorian curriculum, delivering the basics of the curriculum, in an accessible, straightforward manner, the Standard Level course follows Level 10 of the Victorian Curriculum, and the Higher Level Course follows Level 10A which includes the extension material listed above.

A small number of students who have achieved at the highest level in Year 9 Mathematics may be invited to study VCE Mathematical Methods Unit 1 and 2 in Year 10.

In Semester 2, students have a choice of four possible courses dependent on their Semester 1 results and the prerequisites required for Year 11 courses.

Foundation Level - Provides opportunities for students to complete a Year 10 course with a focus on a range of mathematics relevant to personal, workplace and community settings. It is focused on preparing students to study the VCE Foundation Mathematics in year 11 and 12.

Standard Level – Provides opportunities for students to complete the Year 10 course, without an emphasis on algebraic skills. It is focused on preparing students to study the VCE Foundation and General Mathematics courses in year 11 and 12.

Standard Level (Algebra) - Provides opportunities for students to enhance and extend their algebraic skills. It is focused on preparing students to study VCE Mathematical Methods or IB – Applications and interpretation SL or Analysis and approaches SL courses in year 11 and 12.

Higher Level – Provides opportunities for students to continue to study extension materials. It is focused on preparing students to study VCE Specialist Mathematics in addition to Mathematical Methods or IB – Applications and interpretation HL or Analysis and approaches HL courses in year 11 and 12.

In each of the Mathematics courses, students are required to: learn, practise and apply mathematical routines and techniques and use them to find solutions to standard problems; creatively solve problems in unfamiliar situations; and communicate mathematics and mathematical findings in an effective manner.

ASSESSMENT

1. Course Term Test (20%)
3. Classwork (30%)
4. Examination (50%)

08 Pathways Wellbeing and Growth Programme

Course Study Both semesters, compulsory

Course Description

The Pathways programme supports students as they navigate purposeful choices through the Senior School and beyond. Students will participate in a range of group learning experiences that focus on skills for learning, personal wellbeing, career and tertiary pathways and service. In Year 10, there is an emphasis on connecting to Corio and exploring that which is personally meaningful. Students are supported by a Learning Coach who facilitates the identification and pursuit of targets relating to wellbeing, growth and performance. Each term, students will complete Student Action Plans outlining these targets and the steps towards achieving them.

09 Science

Course Study Both semesters, compulsory

Course Description

The Year 10 Science Course follows the Australian Science Curriculum that is organised into three interrelated strands:

- Science as a human endeavour – which focuses on the nature and influence of science
- Science inquiry skills – which focuses on skills essential for working scientifically
- Science understanding – which focuses on the important science concepts from across different areas of science, as outlined below.

Biological sciences: The transmission of heritable characteristics from one generation to the next involves DNA and genes. Students describe the role of DNA as the blueprint for controlling the characteristics of organisms and explore the relationship between DNA, genes, and chromosomes. Students use appropriate methods to represent patterns of heredity and predict simple ratios involving Mendelian genetics. The theory of evolution by natural

selection explains the diversity of living things and is supported by a range of scientific evidence. Students outline the processes involved in natural selection and interpret evidence for evolution.

Chemical sciences: The atomic structure and properties of elements are used to understand the formation of the Periodic Table. Students investigate the effect of a range of factors on the rate of chemical reactions through experimental design. They develop their skills in predicting the products of different types of chemical reactions and use word and symbol equations to represent these reactions. Self-designed exploration allows students to investigate reactions whilst developing their skills in testing hypotheses, recording and representing data, and analysing results and processes.

Earth and space sciences: The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. Students identify the evidence supporting the Big Bang theory and describe how the evolution of the universe, including the formation of stars and galaxies, has continued since the Big Bang. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Students investigate how human activity affects global systems, with particular focus on the causes and effects of the greenhouse effect and climate change.

Physical sciences: By investigating the motion of objects students learn to describe and predict motion using Newton's laws of physics. Data collection allows the analysis of everyday motions produced by forces and students use these to understand the links between force, mass and acceleration. Mathematical representations are utilised to provide quantitative data in order for students to test and compare the relationships between moving objects.

In Semester 1, the focus is on inquiry skills, including experimental design, data analysis and evaluation, as well as research skills. Students work collaboratively and independently to investigate concepts associated with the various areas of Science detailed above, and apply their knowledge and understanding in a variety of formats.

In Semester 2, students select two term-length areas of study, based on their areas of interest, as well as skills and knowledge related to possible VCE and IB Science Pathways.

ASSESSMENT

Assessment is comprised of coursework (assignments and practical work), common tests and

examination.

VCE Environmental Science

This VCE subject is available in Year 10, subject to HOF approval.

Prerequisites:

There are no prerequisites for this course.

Course Description:

Environmental Science Units 1/2

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health. They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of

environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

Environmental Science Units 3/4

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

In Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

In Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

ASSESSMENT
Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

VCE Psychology

https://vimeo.com/825748733

This VCE subject is available in Year 10, subject to HOF approval.

Prerequisites

Psychology Units 1 & 2 are strongly recommended before Units 3 & 4.

Overview:

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered to develop an understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Course Description

Psychology Units 1/2

Semester 1 – How are behaviour and mental processes shaped – through the lens of Criminal Psychology?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an

understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

This semester culminates in students considering the question are criminals born or made?

Semester 2 – How do internal and external factors influence behaviour and mental processes?

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning

A student-adapted or student-designed scientific investigation is undertaken in Semester 2. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from across the course.

Psychology Units 3/4

Unit 3: Semester 1 – How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning

and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: Semester 2 - How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Scientific Investigation

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

ASSESSMENT

Assessment is comprised of coursework and examination.

10 Technology

Agriculture and Horticulture

Course Study Either Semester

Prerequisites Nil

Course Description

The Corio campus is set on approximately 202 hectares of semi-rural land, approximately 23 of which is used as farming land. It is well suited to provide students with an ongoing opportunity to continue with a broad range of agricultural and horticultural studies. Students develop their knowledge and practical skills by their involvement with sheep for wool production, intensive vegetable growing and poultry for egg production.

Students are offered one semester to study these subsystems. Semester 1 is offered during summer and autumn and Semester 2 is offered during winter and spring. Therefore the fieldwork will vary, depending on the operations occurring during that season.
The intention of the subject is to develop and continue to use a sustainable approach when conducting practical work by improving the natural resources of the farm.

Students will have the opportunity to acquire beneficial skills and experiences within a semi-rural environment, to develop decision-making strategies and to be involved in the ethics of farming practices. Knowledge gained will be of great benefit to students for current and future studies.

ASSESSMENT
1. Coursework (70%)
3. Examination (30%)

Design and Technology - Resistant Materials

Course Study Either semester

Prerequisites Nil

Course Description

In this course, students learn how to design and manufacture a number of products by working with various materials, components, tools and equipment. They learn about technological development and the design principles involved in traditional and modern manufacturing industry. They acquire skills in the application of a variety of techniques and processes while working with CAD, wood, metal, plastics and computer controlled laser and 3D printers. Learning how to design sustainably and present their findings in a range of mediums.

Students examine how specific systems are designed and applied to achieve particular outcomes through the use of tools, and CNC equipment. They record their progress in a folio of design and development work. The course includes an excursion to experience industrial design at first hand. Students investigate design-related topics and report on their findings.

ASSESSMENT
1. Coursework & Practical 70%
2. Examination 30%

Design and Technology - Textiles

Course Study Either semester

Prerequisites Nil

Course Description

In this course, students are encouraged to develop their skills in the design and manufacture of textile articles and garments using a variety of decorative surface techniques and a combination of hand and machine processes. The surface techniques include printing and painting on fabrics and embroidery and decorative stitching.

Through a range of activity-based projects students develop their skills in design and manufacture using domestic and computerised sewing machines. They record their progress in a folio of design and development work. In addition students are required to complete research assignments based on cultural, historic and technological aspects of costume and clothing.

ASSESSMENT

1. Coursework & Practical 70%
2. Examination 30%

GEELONG GRAMMAR SCHOOL®
EXCEPTIONAL EDUCATION

CURRICULUM GUIDE 2024

CHOOSING YOUR PATHWAY

Last updated June 19, 2023

01 Choosing IB, VCE or VCE Vocational Major

Exceptional opportunities for every pathway

Three learning pathways are available to Geelong Grammar School students entering Years 11 and 12: VCE, VCE Vocational Major and the IB Diploma.

Each programme has its own particular features and merits in supporting students toward their future aspirations.

Leading into Year 11, students are guided by the School's dedicated IB and VCE Co-ordinators, as well as their parents, teachers, the Head of Careers and Heads of House to choose their subjects and final course programme.

Victorian Certificate of Education / VCE

The VCE caters to students of all abilities and interests and provides a suitable pathway for direct entry into the workforce or further study at universities, TAFE Colleges or private institutions. The course provides for a wide range of possibilities from narrow specialisation to a broad general education. Those who wish to concentrate their study on areas of interest such as the Arts, Sciences, Mathematics or Humanities subjects, may do so.

VCE CURRICULUM GUIDE

The International Baccalaureate Diploma Programme / IBDP

The IBDP is an international curriculum designed to cater for students who wish to prepare themselves for further study at a university. The programme requires students to work effectively across a broad cross-section of subjects and does not allow for the same specialisation as VCE. Of the six subjects studied, three must be taken at the Higher Level which is more advanced than the corresponding VCE subject (in Year 12).

IB DIPLOMA CURRICULUM GUIDE

VCE Vocational Major / VCE VM

The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests, and allows students to build a unique learning portfolio by adding VCE VM subjects to their VCE programme, developing skills at an industry-standard level.

The VCE VM helps students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

VCE VOCATIONAL MAJOR GUIDE

CURRICULUM GUIDE 2024

SUBJECT PATHWAYS

Last updated February 13, 2024

01 VCE Curriculum

CLASSIFICATION OF VCE STUDIES

ARTS	Art Making and Exhibiting	Media	Music	Theatre Studies	Visual Communication Design	VCE/VE III in M Indu (Perfor
ENGLISH	English	English/EAL	Literature	English Language		
LANGUAGES	French	German (2024 only)	Japanese SL			
BUSINESS STUDIES	Accounting	Business Management	Economics	Legal Studies		
HUMANITIES	Ancient History (Unit 1&2)	Modern History (Unit 1&2)	History Revolutions (Unit 3&4)	Australian and Global Politics	Geography	
SCIENCE & TECHNOLOGY	Biology	Chemistry	Environmental Science	Physics	Psychology	
	Agriculture and Horticulture	Product Design Technology (Materials & Textiles)	VCE/VET Furnishing Certificate II in Furniture			
MATHEMATICS	Foundation Mathematics	General Mathematics	Mathematical Methods CAS	Specialist Mathematics		
PHYSICAL						

02 IB Diploma Programme

CLASSIFICATION OF IB PROGRAMME

GROUP 1	English A: Literature HL/ SL	English A: Language & Literature HL/ SL			
GROUP 2	French B HL/SL	German B HL/SL	Japanese B HL/SL	Chinese B HL/SL	Spanish Ab Initio SL
GROUP 3	Economics HL/SL	Geography HL/SL	History HL/SL	Psychology HL/SL	
GROUP 4	Biology HL/SL	Chemistry HL/SL	Physics HL/SL	Design Technology HL/SL	Sports, Exercise and Health Science HL/SL
GROUP 5	Mathematics: Analysis and Approaches HL/SL	Mathematics: Applications and Interpretations HL/SL			
GROUP 6	Music HL/SL	Visual Arts HL/SL	Theatre Arts HL/SL		
CORE (COMPULSORY) STUDIES	Extended Essay	Theory of Knowledge (TOK)	Creativity, Action, Service (CAS)		

03 VCE English Pathway

To obtain a VCE, all students are required to satisfactorily complete three units from the English group, including a Units 3/4 sequence selected from:

- English/English as an Additional Language
- Literature
- English Language

Specific eligibility requirements apply to students who wish to study English as an Additional Language (EAL).

All of the English group studies are rigorous, with elements that challenge students in different ways. English/EAL remains the most common and accessible English study for all VCE students, and is recommended for all students in Units 1/2.

Students may select multiple English group subjects in Units 1/2, and subsequently decide which subject combination to study in Units 3/4. It is also possible, and advisable for talented English students to complete more than one English group subject in Unit 3/4.

Advice Year 10 into 11

In considering their pathway, all students are encouraged to consult with their Year 10 English teacher, who will be well placed to evaluate each student's strengths and preferences.

Students may choose from any of the three English group subjects: English/EAL, English Language and Literature. It is recommended for some students when choosing to study Units 1/2 English Language or Units 1/2 Literature that they consider studying English/EAL alongside these subjects to keep their options open. Students may then choose which English group subject(s) to pursue in Units 3/4.

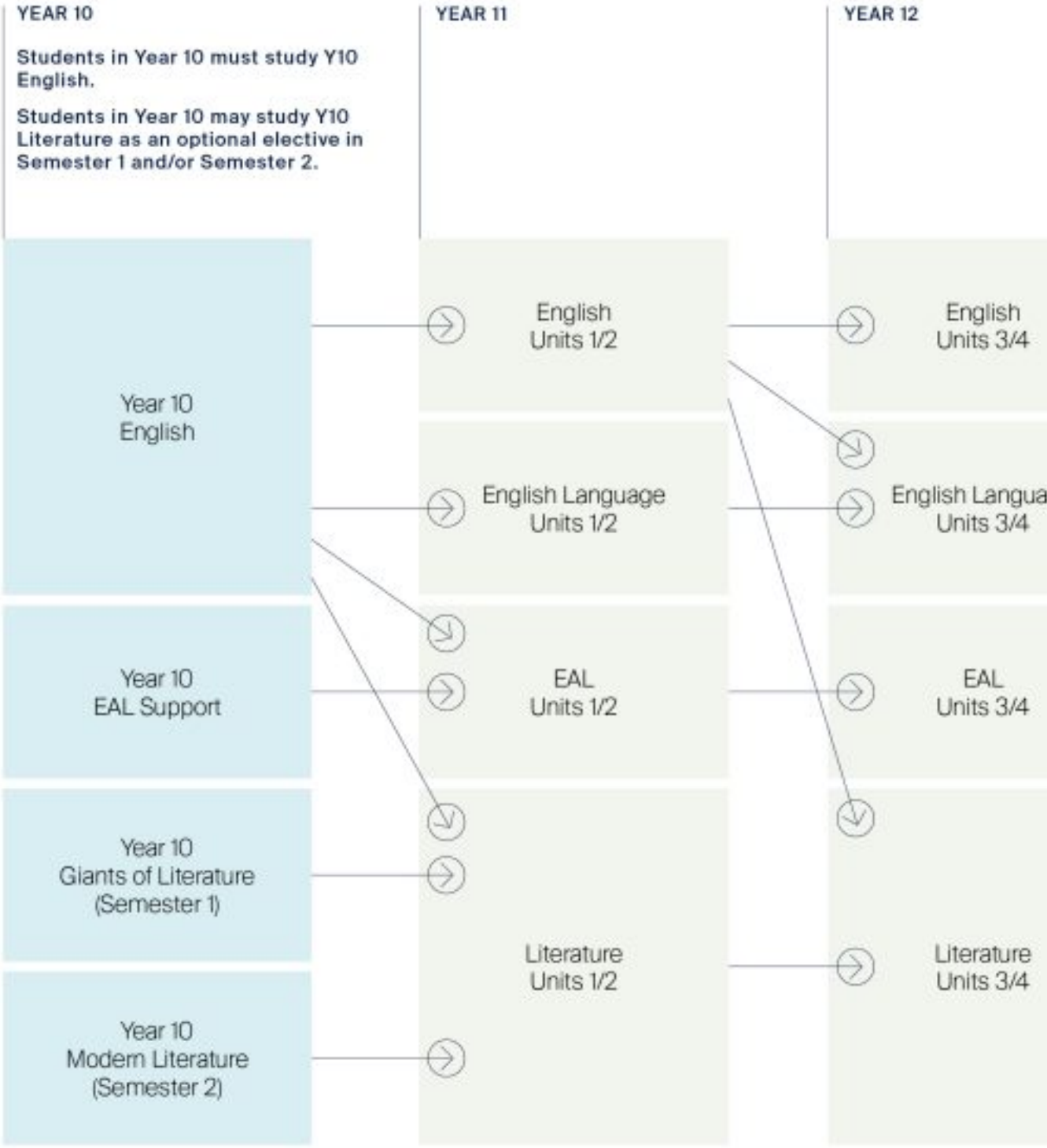
Students considering English Language or Literature as their **only** English group subject should have a consistent record of academic achievement and learning behaviours.

Advice Year 11 into 12

At the end of Year 11, students decide which subject they would like to complete as their English group subject in Year 12. Students considering English Language or Literature as their ***only*** English group subject **in Unit 3/4** should have a consistent record of academic achievement and learning behaviours.

Students may be asked to interview with the Head of English to confirm their selections.

ENGLISH – VCE PATHWAYS



04 VCE: Science Pathway

SCIENCE – VCE PATHWAYS

YEAR 10

Science is a compulsory subject in Year 10. Students select two term-length optional areas of study in Semester 2 based on areas of interest & possible VCE or IB Diploma pathway.

YEAR 11

There are 4 subject offerings in VCE Science. All with the exception of Psychology require students to complete Units 1/2 prior to Unit 3/4 subjects.

YEAR 12

05 IB: Science Pathway

SCIENCE – IB PATHWAYS

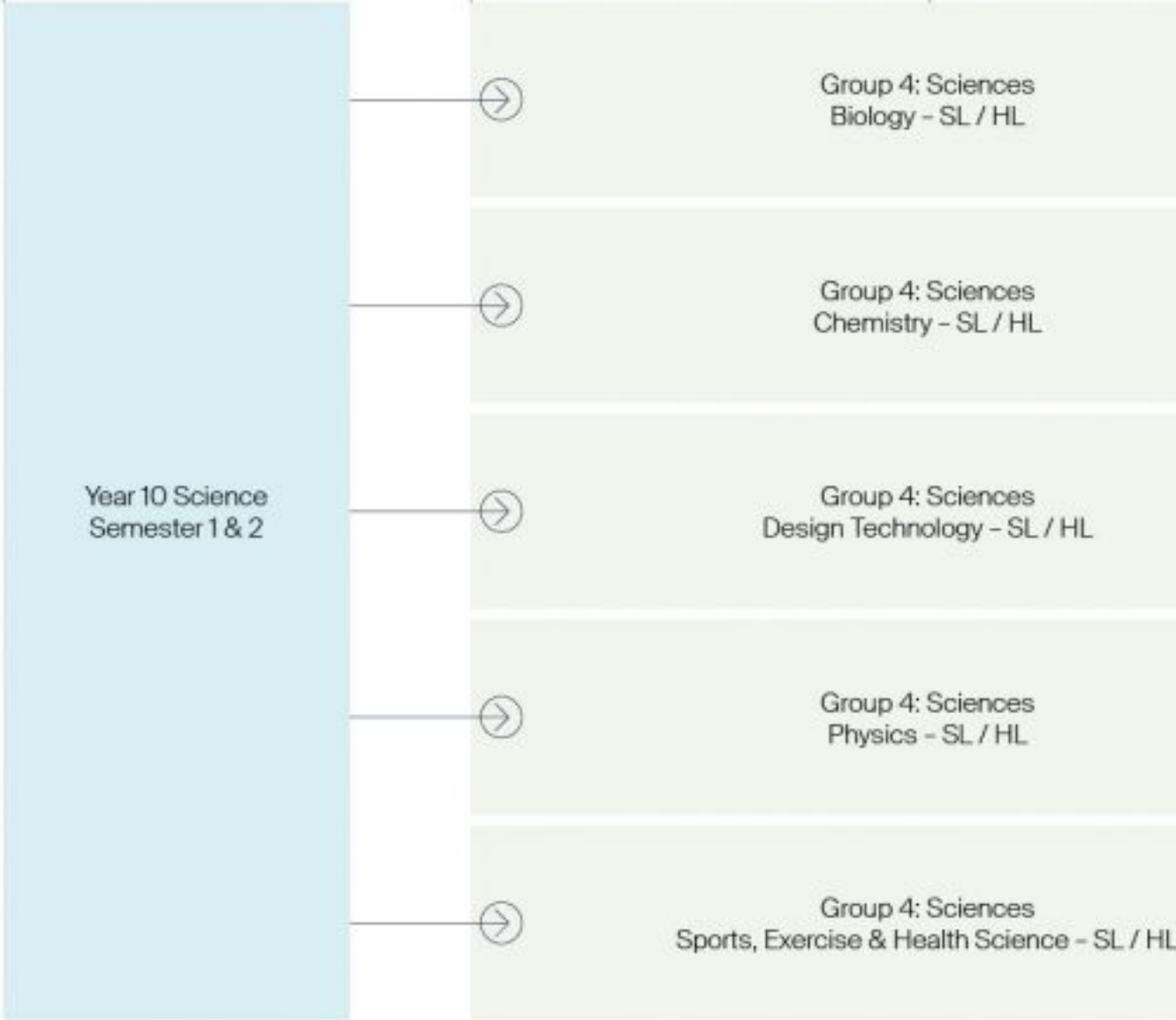
YEAR 10

Science is a compulsory subject in Year 10. Students select two term-length optional areas of study in Semester 2 based on areas of interest & possible VCE or IB Diploma pathway.

YEAR 11

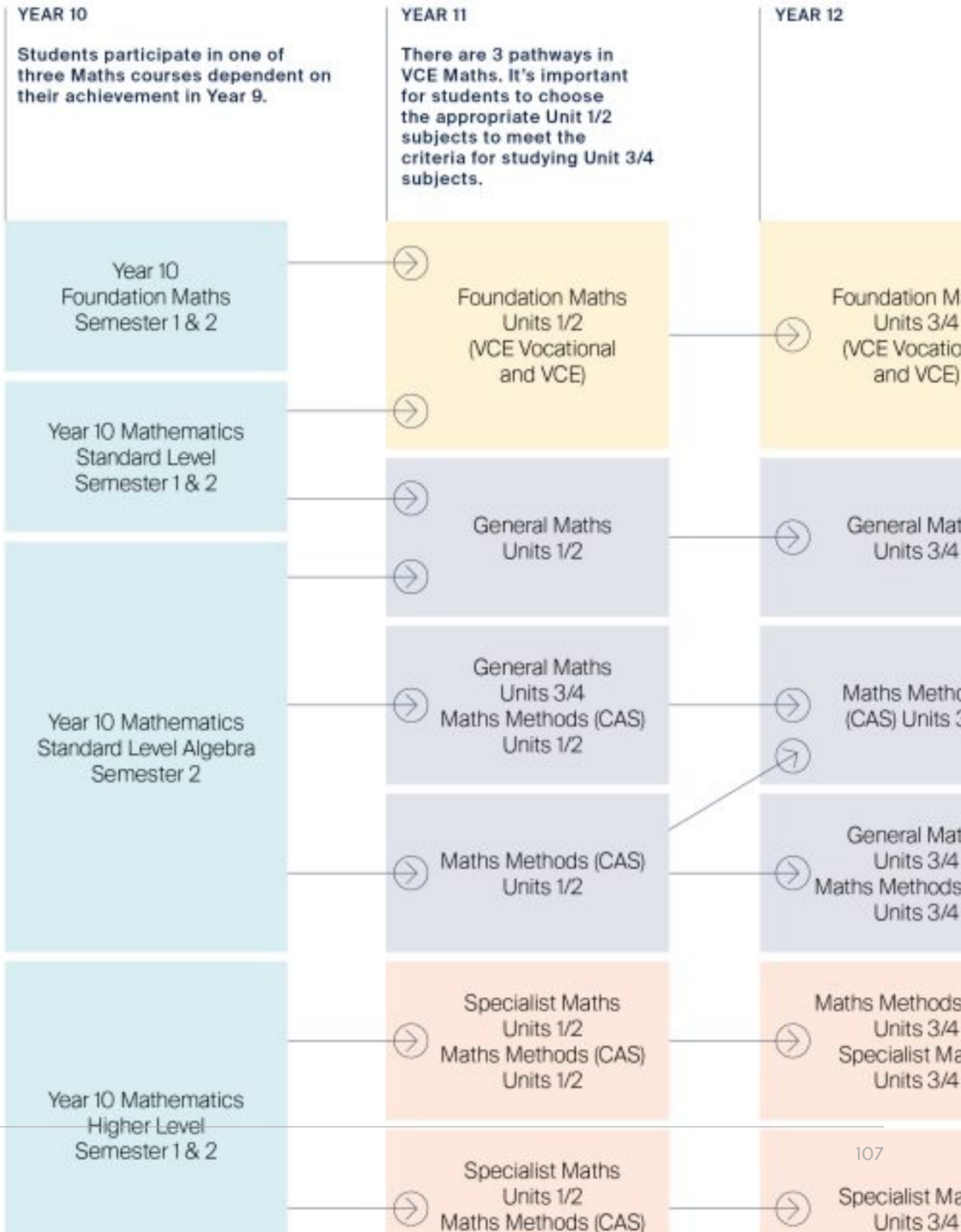
There are 5 Science courses offered at Standard Level and Higher Level.

YEAR 12



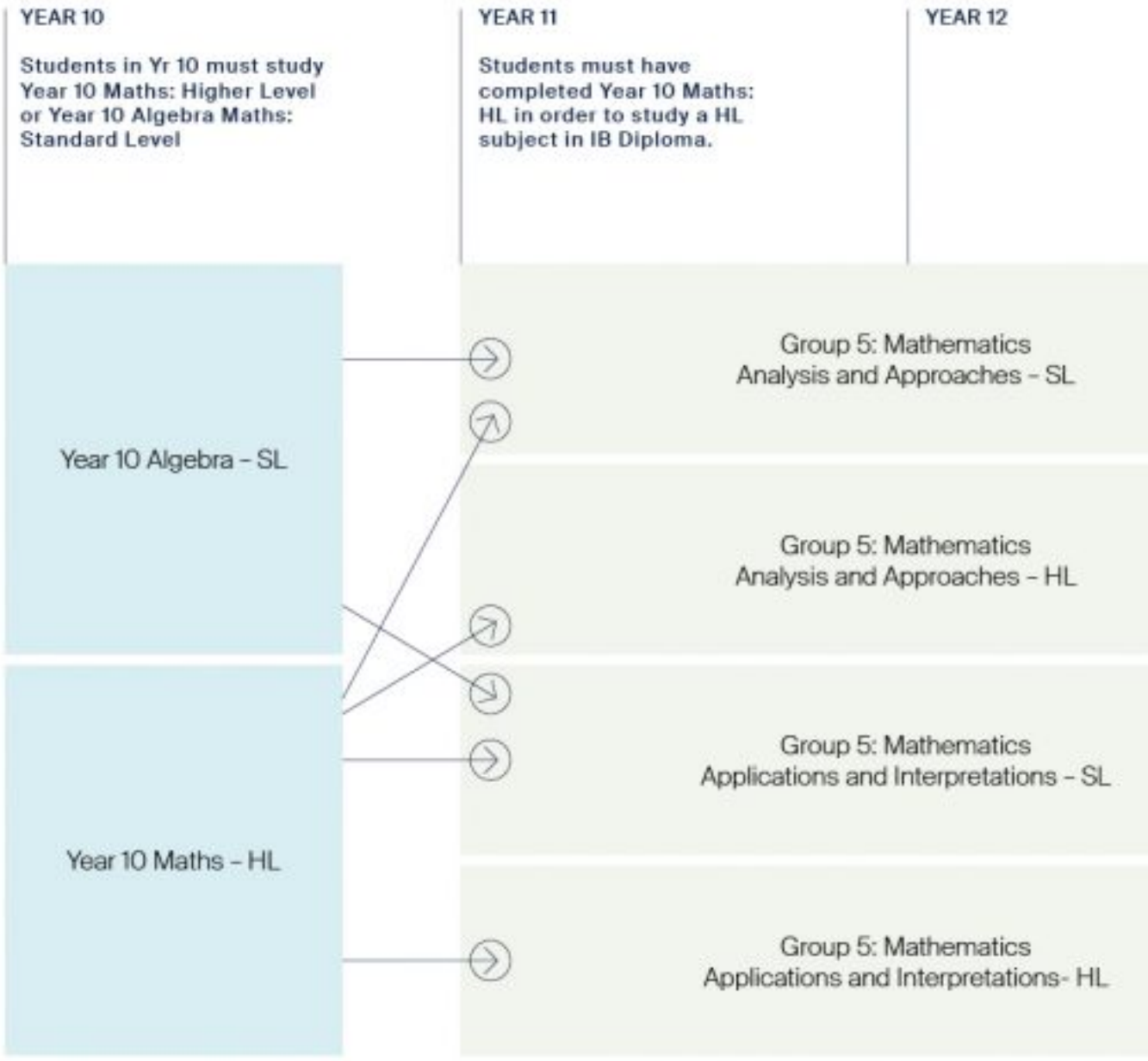
06 VCE: Mathematics Pathway

MATHEMATICS – VCE PATHWAYS



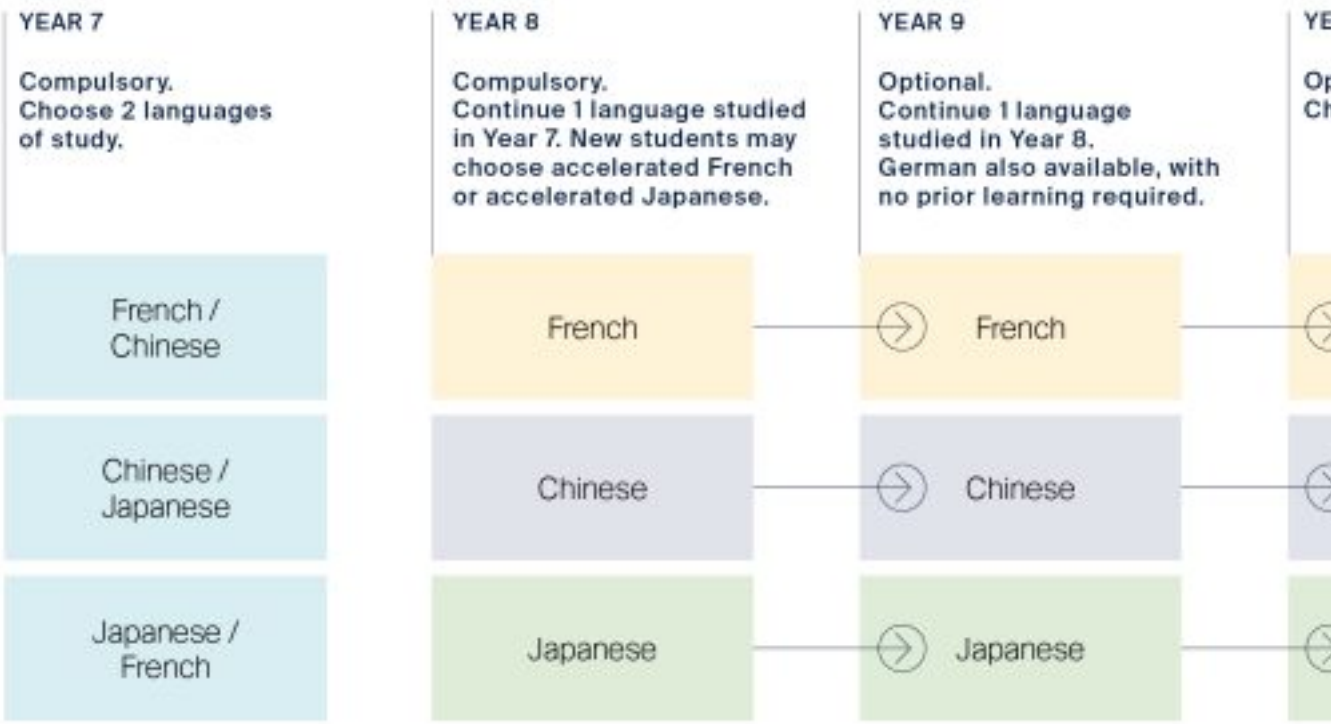
07 IB: Mathematics Pathway

MATHEMATICS – IB PATHWAYS



08 Languages Pathway : VCE and IB

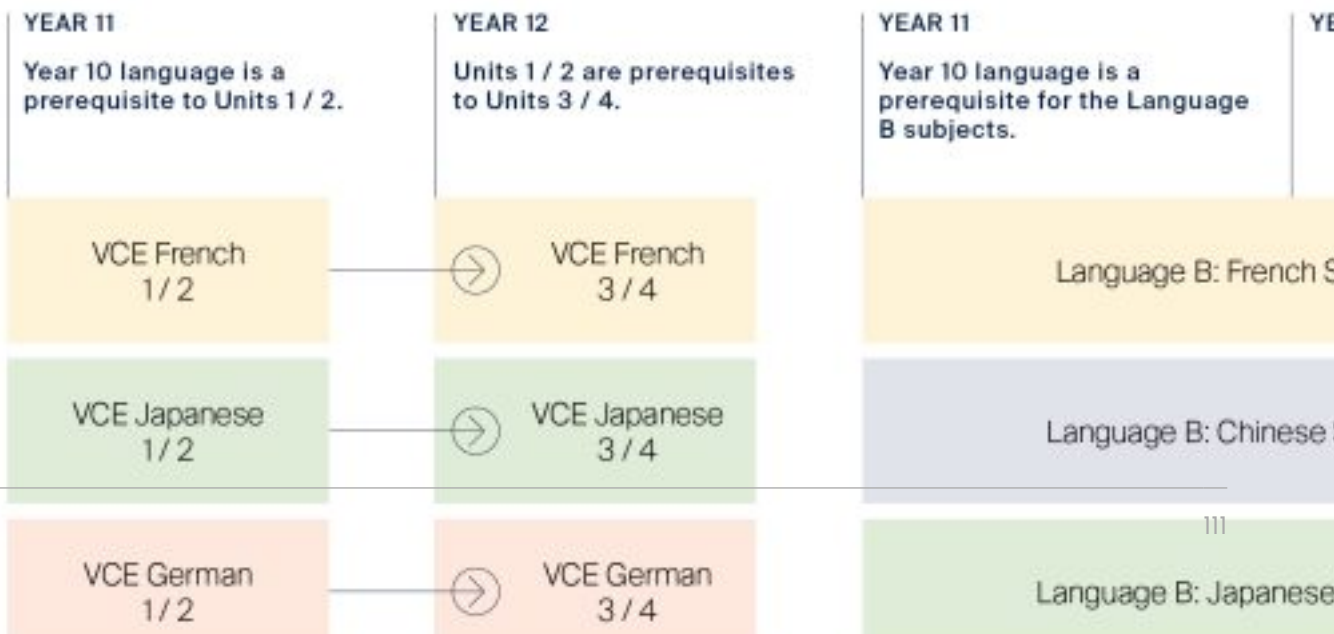
LANGUAGE PATHWAYS



Students who show aptitude in Language may choose to study VCE Units 1 / 2 in Year 10, and e VCE Units 3 / 4 in Year 11, or commence with the IB Diploma Language stream.

VCE LANGUAGES

IB DIPLOMA LANGUAGES



GEELONG GRAMMAR SCHOOL®
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CURRICULUM GUIDE 2024

YEAR 11-12 VCE

Last updated August 25, 2023

01 Welcome to VCE

A vibrant and diverse programme

Geelong Grammar students can select from a broad range of subjects across a spectrum of disciplines. Our VCE programme offers a vibrant and engaging curriculum that ensures the gifts of every student are energised and optimised.

VCE studies are made up of Units 1, 2, 3 or 4. Each unit is a semester, or half year in length. Students may choose to study Unit 1 or Unit 2 of a subject as stand-alone units, however Units 3 and 4 must be studied as a sequence.

Most students will undertake 22 units over the two-year VCE period; 12 units at Year 11, and 10 units at Year 12.

Students who display the academic ability and maturity in Year 9 have the option of completing either VCE Unit 1 or 2 or both in Year 10. Similarly, Year 11 students wishing to study a Unit 3 and 4 sequence need to be achieving an overall B average in Year 10 and a B+ in the prerequisite subject.

Hear more about the VCE

https://vimeo.com/227855763

Course Requirements

To obtain the VCE, **students must satisfactorily complete sixteen units,** including:

At least three units from the English group: English, English (EAL) or Literature, and at least three other Unit 3 and 4 sequences.

At least one of the English units must be a Unit 3 and 4.

What is the ATAR?

The Australian Tertiary Admission Rank (ATAR) is a means of statistically treating study scores and is important to tertiary institutions for student selection. Its calculation is undertaken by the Victorian Tertiary Admissions Centre (VTAC).

The ATAR uses study scores from Unit 3 and 4 VCE studies and, where appropriate, VCE VET programs. The scores in each study are compared or 'scaled' to yield a percentile ranking for each student that reflects their comparative performance against all other candidates across the state.

Students completing the IB Diploma are also given a ranking, which can be converted to an ATAR for tertiary admission purposes.

Entry Into Units 3 and 4

In some subjects, students must have completed Units 1 and 2, and in other subjects it is possible to complete Units 3 and 4 without Units 1 and 2 although extensive pre-reading may be required.

Students who have not completed Unit 1 and Unit 2 in a subject and who wish to select a Unit 3 and 4 subject for the following year will need to seek permission from the relevant Head of Department. The student's academic record and work ethic will be considered before permission is granted.

Units 3 and 4 at Year 11
Some students may be interested in the possibility of taking one Unit 3 and 4 sequence during Year 11. While it is accepted that this possibility is appropriate in some circumstances it may be a disadvantage in others.

Units 3 and 4 work is based on the development of skills, knowledge and intellectual maturity that Units 1 and 2 studied at Year 11 encourage. While it is no doubt possible to undertake some Units 3 and 4 without this preparation, and to do so with success, the overall picture must be kept in mind before any decision is made. For some Year 11 students, the commitment necessary to succeed at one sequence of Unit 3 and 4 could undermine the proper foundation for Year 12 in other subjects. Moreover, it could mean that participation in the wider life of the School may be hampered. As a result the seeming advantage of an extra final year subject and the bonus points that might be involved is overshadowed by the eventual loss of more points across an entire academic programme and limitation of the wider education of the student.

Consequently, some students do not take a Year 12 subject during Year 11.

Year 11 students wishing to select a Unit 3 and 4 sequence need to be achieving an overall B average in Year 10 and a B+ in the required prerequisite subject. Students would also need to gain a recommendation from their subject teacher and the relevant Head of Department which would largely be based on the student's Attitude and Effort grades from Year 10.

Entry to a Unit 3 and 4 sequence at Year 11 will only be possible if it can be arranged within the timetable.

Subject selection decisions should be discussed with the parents, Mentor, the Head of House, the Head of Careers and the VCE Coordinator.

Availability of subjects

At the completion of the subject selection process a subject may not proceed if there is an insufficient number of students choosing that subject. The students involved would be informed of the changes as soon as possible.

Special Provision

Students with a significant learning difficulty may be eligible for Special Provision. Advice can be sought from the Director of Inclusive Learning or VCE Coordinator early in Year 11 so that appropriate testing and documentation can be put into place, although the final decision rests with VCAA.

Academic Support

VCE students with identified learning need such as Specific Learning Disorder – Reading and Writing (Dyslexia) or Attention Deficit Hyperactivity Disorder (ADHD) successfully complete the VCE. They do so with the support of their subject teachers, house team, assessment accommodations and support staff when required.

Support is provided to VCE students in four ways:

1. Classroom Supports such as assistive technologies and quality differentiated teaching practice
2. Wrap Around Supports such as small group tutorials, study skills or executive functioning

coaching.

3. Assessment Supports such as extra time, rest breaks, assistive technology or separate assessment spaces.
4. Academic Support Program which is an intensive level of support for students whose difficulties significantly impact
   their learning despite other supports being in place.

02 Arts

Art Making and Exhibiting (formally known as VCE Studio Arts)

https://vimeo.com/825323287

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 Studio Arts or any of the other Visual Arts subjects is highly advisable.

Overview

VCE Art Making and Exhibiting introduces students to art creation and exhibition methods. Through inquiry learning, students explore materials, techniques, processes, and the ways artworks are made. They learn how art elements and principles contribute to aesthetic qualities and convey ideas visually. Students develop their skills through creating and presenting their own artworks, as well as analysing artworks by other artists. Visiting exhibitions is essential to understanding display and curation practices, influencing students' own art. Responding to artworks in various spaces, such as galleries and museums, is integral to the study. Students gain insights into exhibition design, conservation, and promotion, while appreciating the diversity and different forms of art. They also learn about curating, displaying, and conserving their own and others' artworks. Students become aware of difference and diversity in the views of others working in the arts industry, giving them a stronger understanding of the various forms that art may take.

What type of projects to expect?

Folio documentation of the production process; artwork production, e.g. paintings, drawings, prints, sculptures, ceramics, analogous and/or digital photography; experimentation with a variety of materials and techniques associated with specific artforms; visual analysis tasks.

What future pathways there exist?

VCE Art Making and Exhibiting provides pathways to tertiary courses in e.g. Fine Arts, Art History, Art Curatorship, Art Therapy, Advertising and Marketing.

Course Description

Unit 1: Semester 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

ASSESSMENT
1. Folios (65%)
2. Research (15%)
3. Examination (20%)

Unit 2: Semester 2 – Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and

development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

ASSESSMENT
1. Folios (65%)
2. Research (15%)
3. Examination (20%)

YEAR 11 : Finished Works examples

https://vimeo.com/837806792

Unit 3: Semester 1 – Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Unit 4: Semester 2 – Consolidate, present and conserve

In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in – specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. They document the investigation and review of artworks and exhibitions in their Visual Arts journal.

ASSESSMENT

1. School-assessed Coursework – Unit 3 (5%)
2. School-assessed Coursework – Unit 4 (5%)
3. School-assessed Task – Units 3 and 4 (60%)
4. End-of-year examination – (30%)

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Artist • Curator • Conservator • Gallery Director • Art Theorist/Critic • Animator • Illustrator • Craftsperson • Furniture Designer • Fashion designer • Art Therapist • Cartoonist • Sculptor • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

Year 12 : Finished Works examples

https://vimeo.com/837808630

Media

https://vimeo.com/825693399

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

Overview

Media is a pervasive force, shaping our lives and culture on local, national, and global levels. Stories are at its core, engaging audiences and constructing narratives that represent ideas and imagination. The context of media production and consumption influences its interpretation, reflecting societal attitudes and values. Technological advancements have revolutionized media, transforming audience participation and redefining key concepts like storytelling and influence. Audiences now transcend physical boundaries and actively contribute to media creation. The rise of social media has challenged traditional media institutions, raising concerns about accountability and regulation. VCE Media examines the construction and reflection of reality by media, as well as audience engagement and production. Through critical analysis and creative projects, students develop planning, analytical, and communication skills, paving the way for further study and careers in media-related fields.

What type of projects to expect?

Folio documentation of the media production process; creation of media type products e.g. films, posters, photographs, or zines; exercises focussing on developing skills and knowledge in professional video editing software, as well as, scripting and storyboarding; analysis of films, social media sites and alike.

What future pathways there exist?

VCE Media provides pathways to tertiary courses in e.g. Film and Television Production, Multimedia Production, Scriptwriting, Journalism, Marketing and Public Relations, Media theory and criticism, Philosophy, Sociology, Politics, Professional Communications and Photography.

Course Description

Unit 1: Semester 1 - Media forms, representations and Australian stories

This unit focuses on audience understanding and the key concepts of representation and

meaning in various media forms. Students examine media codes, conventions, and how they shape the interpretation of media products. The analysis includes exploring the impact of representations, narratives, and media creators on audience engagement. Students also create their own media representations to demonstrate their understanding of different forms and their ability to convey meaning. The unit emphasizes the features of Australian narratives in fiction and non-fiction across media forms, investigating the influence of media professionals on genre and style. Additionally, students engage with the stories and perspectives of Aboriginal and Torres Strait Islander creators to appreciate their contribution to our cultural identity.

ASSESSMENT

1. Coursework Theory (20%)
2. Coursework Practical (40%)
3. Examination (40%)

Unit 2: Semester 2 – Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

ASSESSMENT

1. Coursework Theory (20%)
2. Coursework Practical (40%)
3. Examination (40%)

Unit 3: Semester 1 – Media narratives, contexts and pre-production

In this unit, students analyse media narratives to understand their structure and meaning. They examine the use of codes and conventions to shape narratives and their influence on audience interpretation. Students gain media language skills and explore how contextual factors impact narrative construction. Through studying a specific media narrative, students learn about codes and conventions relevant to their chosen media form. They conduct research

to support their understanding and apply these techniques in their own works. Students engage in pre-production planning, designing a media product for a specific audience. They develop skills in their selected media form and document their progress. Pre-production planning and written/visual documents are created to support production and post-production in Unit 4.

Unit 4: Semester 2 – Media production; agency and control in and of the media

In this unit, students focus on the production and post-production stages of media creation, refining their projects created in Unit 3 based on feedback and reflection. They consider the social, historical, institutional, cultural, economic, and political contexts that shape media products and their impact on audiences. Students analyse a range of media products to understand the values and views they convey and the role of creators within their respective contexts. They explore the relationship between the media and audiences, examining the opportunities and challenges arising from current developments in the industry. Students also consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

ASSESSMENT

1. School-assessed Coursework – Unit 3 (20%)
2. School-assessed Task – Units 3 and 4 (40%)
3. End-of-year examination – (40%)

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Actor • Journalist • Arts Administrator • Make-up Artist • Audio Visual Technician • Multimedia Developer • Camera Operator • Projectionist • Copywriter • Scriptwriter • Desktop Publisher • Set Designer • Film and TV Editor • Sound Mixer • Film and TV Lighting Operator • Sound Technician • Film and TV Producer • Stage Manager • Film Critic • Web Designer/Developer • Media Teacher

YEAR 11 : Finished Works examples

https://vimeo.com/838500366

YEAR 12 : Finished Works examples

https://vimeo.com/838508674

Music

https://vimeo.com/825713980

Prerequisites

Whilst there are no prerequisites studies for entry to Units 1, 2 and 3, students are required to be enrolled in private instrumental lessons. Students must also undertake Unit 3 and Unit 4 as a sequence.

Course Description

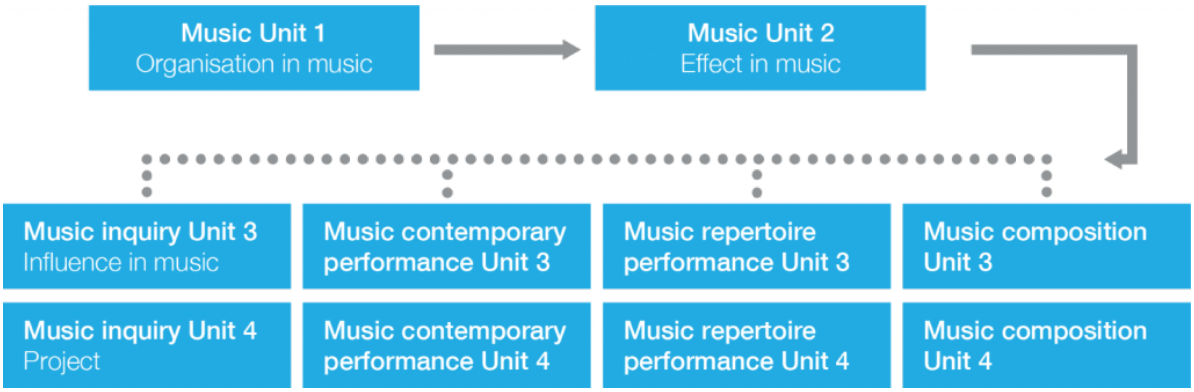
The new VCE Music study design is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



Overview: Year 11 VCE Music Units 1 & 2

Unit 1: Semester 1 - Organisation of Music

- Area of Study 1 – Performing
- Area of Study 2 - Creating
- Area of Study 3 – Analysing and responding
- Assessment – performances, composition/improvisation exercises and aural, oral, written and practical tasks.

Unit 2: Semester 2 - Effect in Music

- Area of Study 1 – Performing
- Area of Study 2 - Creating
- Area of Study 3 – Analysing and responding
- Assessment – performances, composition/improvisation exercises and aural, oral, written and practical tasks.

OVERVIEW: Year 12 VCE Music Units 3 & 4

There are four different elective pathways to choose from in Units 3 & 4 (Year 12). These are:

1. Music Inquiry
2. Music Composition
3. Music Contemporary performance
4. Music Repertoire performance

Music Inquiry Units 3 & 4

Unit 3: Semester 1 – Influence in Music

- Area of Study 1 – Music Making
- Area of Study 2 – Analysing for music making
- Area of Study 3 - Responding

Unit 4: Semester 2 – Project

- Area of Study 1 – Music Making
- Area of Study 2 – Analysing for music making
- Area of Study 3 – Responding

ASSESSMENT

1. Unit 3 School-assessed coursework: 30%
2. Unit 4 School-assessed coursework: 5%
3. Externally-assessed task: 50%
4. End-of-year examination: 15%

Music Composition Units 3 & 4

Unit 3: Semester 1 - Music composition

- Area of Study 1 – Creating
- Area of Study 2 – Analysing for composition
- Area of Study 3 - Responding

Unit 4: Semester - Music composition

- Area of Study 1 – Creating
- Area of Study 2 – Analysing for composition
- Area of Study 3 - Responding

ASSESSMENT

1. Unit 3 School-assessed Coursework: 20%
2. Unit 4 School-assessed Coursework: 10%
3. Unit 4 Externally-assessed Task: 50%
4. End-of-year aural and written examination: 20%

Music contemporary performance Units 3 & 4

Unit 3 - Music contemporary performance

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing

- Area of Study 3 - Responding

Unit 4 - Music contemporary performance

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing
- Area of Study 3 - Responding

ASSESSMENT

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- Unit 4 Performance examination: 50%
- end-of-year aural and written examination: 20%

Music repertoire performance Units 3 & 4

Unit 3: Semester 1 - Music repertoire performance

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing
- Area of Study 3 - Responding

Unit 4: Semester 2 - Music repertoire performance

- Area of Study 1 – Performing
- Area of Study 2 – Analysing for performing
- Area of Study 3 - Responding

ASSESSMENT

- Unit 3 School-assessed coursework: 20%
- Unit 4 School-assessed coursework: 10%
- Unit 4 Performance examination: 50%
- End-of-year aural and written examination: 20%

Theatre Studies

https://vimeo.com/825761362

Prerequisites

Nil.

Course Description

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts.

Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production

roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

The study is made up of four units.

- Unit 1: Pre-modern theatre styles and conventions
- Unit 2: Modern theatre styles and conventions
- Unit 3: Producing theatre
- Unit 4: Presenting an interpretation

Percentage contributions to the study score in VCE Theatre Studies are as follows:

- Units 3 and 4 School-assessed Coursework: 45 per cent
- End-of-year monologue examination: 25 per cent
- End-of-year written examination: 30 per cent

VCE/VET - Certificate III in Music (Performance) CUA30920

https://vimeo.com/825768314

Prerequisites

Year 10 Music or Music Technology highly recommended.

Course Description

VCE/VET Music Industry is an exciting new inclusion into the academic programme at Geelong Grammar School and will offer students a whole range of practical skills related to the Music Industry. Students will be able to undertake competency-based training and assessment, while receiving a study score that contributes to their ATAR.

CUA30920 Certificate III in Music (Performance) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music.

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

Units of Competence for Performance

Core Units (Year 11 only)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

- CUAMPF213 Perform Simple Repertoire in Ensembles
- CUAMCP311 Create simple musical compositions
- CUAMPF314 Make Music Demos
- CUAMCP211 Incorporate technology into music making
- CUAMCP312 Write song lyrics
- CUASOU212 Perform basic sound editing

Elective Units (Year 12 only)

- CUAMPF312 Prepare for musical performances
- CUAMPF315 Develop and perform musical improvisation
- CUAMPF311 Develop technical skills for musical performances
- CUAMPF412 Develop and apply stagecraft skills

And choose one from the following:

- CUAMPF414 Perform music as part of a group (for bands)
- CUAMPF416 Perform music as a soloist (for soloists)

Competency Based Assessment
Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.
In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Courswork tasks (SACs) and one external examination.

CONTRIBUTION TO VCE/VCAL

VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

PATHWAY OPTIONS
• CUA40915 Certificate IV in Music Industry
• CUA50815 Diploma of Music Industry
• CUA60515 Advanced Diploma of Music Industry

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Sound Engineer • Producer • Broadcaster
• Musician • Performer • Stage Manger
• Digital Audio Technician • Sound & Lighting Technician • Songwriter

VCE/VET - Certificate III in Music (Sound Production) CUA30920

https://vimeo.com/825768388

Prerequisites

Year 10 Music or Music Technology is highly recommended.

Course Description

CUA30920 Certificate III in Music (Sound Production) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

Units of Competency for Sound Production

Core Units (Year 11 only)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

Three elective units are chosen each year from the list below, in alignment with the interests of the cohort.

- CUASOU331 Undertake live audio operations
- CUASOU213 Assist with sound recordings
- CUAMCP211 Incorporate technology into music making
- CUASOU212 Perform basic sound editing
- CUALGT311 Operate basic lighting
- CUAMCP311 Create simple musical composition
- CUAMPF314 Make Music demos

Elective Units (Year 12 only)

- CUASOU306 Operate sound reinforcement systems
- CUASOU308 Install and disassemble audio equipment
- CUASOU321 Mix music in studio environments
- CUASOU317 Record and mix basic music demos
- CUASOU412 Manage audio input sources

Competency Based Assessment
Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.
In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Courswork tasks (SACs) and one external examination.

CONTRIBUTION TO VCE/VCAL

VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

POSSIBLE FUTURE CAREER OPPORTUNTIES:

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

Visual Communication Design

https://vimeo.com/825766786

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Taking 10 VCD and/or 10 Photo/Film is highly advisable.

Overview

VCE Visual Communication Design focuses on visual language's role in communication, problem-solving, and behaviour influence. Students manipulate type and imagery for specific purposes, audiences and contexts, combining manual and digital methods with with design elements and principles. They learn how aesthetics contribute to effective communication and design resolution. Students explore how designers visually communicate concepts in messages, objects, environments, and interactive experiences. They address design problems to improve services, systems, spaces, and places, using the design process, thinking strategies, drawings, models, and prototypes. Students participate in critiques considering factors like good design, aesthetics, and socio-cultural influences. Human-centered, ethical, sustainable, and culturally appropriate practices are considered. The study aims to nurture future-ready designers by

providing them with the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

What type of projects to expect?

Folio documentation of the design process; creation of finished designs e.g. brands, logos, illustrations, posters, flyers, brochures, visual merchandising, publications, signage, displays, objects, packaging, aps, icons, websites, visual interfaces, products, interiors, buildings and other structures; exercises focussing on developing skills and knowledge in observational and technical drawings, as well as, professional computer aided design software; visual analysis tasks.

What future pathways there exist?

VCE Visual Communication Design provides pathways to tertiary courses in design, e.g. Graphic/Communication Design, Industrial/Product Design, Architectural Design, or Advertising and Marketing; design-related studies, e.g. Mechanical, Production and/or Civil Engineering; as well as, other areas of the construction industry requiring an understanding of visual communication.

Course Description

Unit 1: Semester 1 – Finding, reframing and resolving design problems

In this unit students learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They grasp the value of human-centered research methods, collaborating to understand stakeholders' perspectives and uncover design problems. Students draw on these insights to determine communication needs and prepare design criteria in the form of a brief. Moreover, students learn about the phases of the VCD design process and the modes of divergent and convergent thinking, and how these can be integrated into future design projects. In such projects students use methods, media and materials typically employed in the specialist fields of communication and industrial design. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

ASSESSMENT

1. Folios (70%)
2. Research (15%)
3. Examination (15%)

Unit 2: Semester 1 – Design contexts and connections

Unit 2 builds on prior knowledge of visual communication and human-centered research methods explored in Unit 1. Students apply the VCD design process to design environments and interactive experiences, adopting practices from fields like architecture and interior design. Students learn about the role of interactive designers in user experience (UX) and explore methods, media, materials, design elements, and principles. They develop responsive spaces and interfaces considering contextual factors and user needs. Activities emphasize the connection between design, context, and emotional impact in physical and digital spaces. Historical movements and cultural design traditions inspire students in designing for the future. Design critiques remain crucial, refining skills in articulating and justifying decisions, and providing constructive feedback. Culturally appropriate design practices in Area of Study 2 explore Indigenous knowledge protocols, particularly Aboriginal and Torres Strait Islander design traditions. Students also examine ownership and intellectual property's impact on designers across contexts and specialist fields.

ASSESSMENT
1. Folios (75%)
2. Examination (25%)

Unit 3: Semester 1 – Visual communication in design practice

In this unit, students explore the work and processes of designers across various fields of design practice. By examining their work they gain insights into how they create messages, objects, environments, and interactive experiences. They learn about the contexts, relationships, and responsibilities of designers and how they respond to design problems and good design. Students also identify factors influencing professional design practice's evolution and develop practical skills in visual communication. They examine how designers respond to design problems and conceptions of good design, analysing examples and focusing on aesthetic qualities' purposes, functions, and impacts. This exposure lays the foundation for their investigation of the VCD design process. Students then apply this knowledge to explore the Discover, Define, and Develop phases of the VCD process to address a design problem, using research methods to prepare a brief (defining two communication needs for a real or fictional

client) and generate, test, and evaluate design ideas that are refined in Unit 4.

Unit 4: Semester 2 – Delivering design solutions

In Unit 4 students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. They choose how best to present design solutions, considering aesthetic impact and the communication of ideas. Finally, the students choose the appropriate materials, methods, and media to present their final design solutions in a distinct format that addresses the design criteria specified in the brief.

ASSESSMENT

1. School-assessed Coursework – Unit 3 (20%)
2. School-assessed Task – Units 3 and 4 (50%)
3. End-of-year examination – (30%)

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Animation Designer • Architect • Concept Designer • Fashion Designer • Graphic Designer • Illustrator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • UX/UI designer • Web Designer/Developer

Year 11 : Finished Works and Folio examples

https://vimeo.com/837813018

Year 12 : Finished Works and Folio examples

https://vimeo.com/837815897

03 English

English

English Units 1/2

Prerequisites:

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

English is the mainstream choice of subject for most students studying VCE. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

Unit 1: Semester 1

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

In this unit, students also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor

texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

ASSESSMENT

1. Reading and exploring texts: Responding to a literary text (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A commentary reflecting on writing processes (20%)

Unit 2: Semester 2

In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

In this unit, students also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

1. Reading and exploring texts: Responding to a literary text (40%)
2. Analysing Argument: Analytical response to argument in written form (40%)

Curriculum Guide – English Units 3/4

Unit 3: Semester 1

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Students study one text selected from the annual VCAA *VCE English and EAL Text List*. This text must be of a different text type from that which is selected for study in Unit 4.

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

In this unit, students also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

ASSESSMENT

1. Reading and exploring texts: Analytical response to a text in written form (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A commentary reflecting on writing processes (20%)

Unit 4: Semester 2

In Unit 4, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students apply their understanding of the use of argument and language to create a point of

view text for oral presentation.

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

ASSESSMENT

1. Reading and exploring texts: An analytical response to a text in written form (40%)
2. Analysing Argument: An analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

English as an Additional Language

Curriculum Guide – Units 1/2

Eligibility Requirements

Eligibility Requirements for EAL exist at Units 3&4. Students will ordinarily be permitted to enrol in Units 1&2 EAL only if they are likely to meet these requirements in Units 3&4.

Unit 1: Semester 1

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. For this outcome, students will read and explore one set text, or extracts from the set text (EAL).

In this unit, students also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

ASSESSMENT

1. Reading and exploring texts: Responding to a literary text (40%)
2. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A set of annotations reflecting on writing processes (20%)

Unit 2: Semester 2

In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations. Students read and explore one set text, or extracts from a set text (EAL). The set text for this area of study must be of a different text type from that studied in Unit 1.

In this unit, students also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

1. Reading and exploring texts: Responding to a literary text (40%)
2. Analysing Argument: Analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

Curriculum Guide – English as an Additional Language (EAL) Units 3/4

Eligibility Criteria:

Please refer to the EAL Eligibility Criteria on the VCAA website.

Criteria no.	Criteria for EAL status
1	A student: - will **not** have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* **and** - has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education^
2	A student is an Aboriginal or Torres Strait Islander person whose first language is not English
3	A student is deaf or hard of hearing and meets the eligibility requirements

Unit 3: Semester 1

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Students study one text selected from the annual VCAA VCE English and EAL Text List. This text must be of a different text type from that which is selected for study in Unit 4.

On completion of this unit the student should be able to listen to and discuss ideas, concerns

and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

ASSESSMENT

1. Reading and exploring texts: Analytical response to a text in written form (40%)
2. Reading and exploring texts: Comprehension of an audio/audiovisual text focused on historical, cultural or social values in the set text (20%)
3. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
4. Crafting Texts: A written text constructed in consideration of purpose, audience and context (20%)
5. Crafting Texts: A commentary reflecting on writing processes (10%)

Unit 4: Semester 2

In Unit 4, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and

conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In this unit, students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

ASSESSMENT

1. Reading and exploring texts: An analytical response to a text in written form (40%)
2. Analysing Argument: An analytical response to argument in written form (40%)
3. Analysing Argument: A point of view oral presentation (20%)

Literature

https://vimeo.com/825688233

Literature Units 1/2

Prerequisites

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

GGS offers Literature alongside the mainstream English subject, EAL and English Language. Refer to the overall English Pathways information in the Curriculum Guide to determine if Literature is a relevant subject choice for you. Students are expected to read widely, reflect deliberately and analyse deeply.

VCE Literature provides opportunities for students to develop their awareness of people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others to cultivate an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Semester 1

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

In this unit, students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within

that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

ASSESSMENT

1. Reading practices: Close analysis (40%)
2. Exploration of literary movements and genres: Comparative response (30%)
3. Exploration of literary movements and genres: Creative response (30%)

Unit 2: Semester 2

In Unit 2, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students study an additional text, focusing on its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

ASSESSMENT

1. Voices of Country: Close analysis (40%)
2. The text in its context: Viva voce (20%)
3. The text in its context: Close analysis (40%)

Curriculum Guide – Literature Units 3/4

Unit 3: Semester 1

In this unit, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Students also students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

ASSESSMENT

1. Adaptations and transformations: Close analysis (20%)
2. Adaptations and transformations: Comparative response (30%)
3. Developing interpretations: Part A: Initial response, and Part B Subsequent interpretation (50%)

Unit 4: Semester 2

In Unit 4, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of

language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored. Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Furthermore, students engage in the close analysis of texts, engaging in detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

ASSESSMENT

1. Creative responses to texts: Creative response (40%)
2. Creative responses to texts: Close analysis and reflection (20%)
3. Close analysis of texts: Close analysis (40%)

English Language

English Language Units 1/2

Prerequisites:

The study of a subject from the English group in Units 1 and 2 is compulsory. In Year 12, students must undertake Unit 3 English prior to undertaking Unit 4.

GGS offers English Language for the first time in 2024. Refer to the overall English Pathways information in the Curriculum Guide to determine if English Language is a relevant subject choice for you. Students are expected to read widely, reflect deliberately and analyse deeply.

English Language is an interdisciplinary subject that explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation

and change. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades, education and language and communication related fields.

Unit 1: Semester 1

Unit 1 is focused on Language and Communication. Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language. They should be able to identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

ASSESSMENT

Assessment in Units 1/2 is a school-based decision. Students will be assessed in a variety of formats, including:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

At least one assessment in Unit 1 must be in an oral presentation format

Unit 2: Semester 2

Unit 2 is focused on Language and Change. In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors

contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

ASSESSMENT

Assessment in Units 1/2 is a school-based decision. Students will be assessed in a variety of formats, including:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

At least one assessment in Unit 2 must be in an oral presentation format

Subject to review, English Language Units 3/4 will be offered in 2025

In Units 3/4, the following weightings apply to school assessed coursework and examination components

- Unit 3 school-assessed coursework 25%
- Unit 4 school-assessed coursework 25%
- End-of-year examination 50%

04 Equine Studies (VET)

The VCE VET Equine Studies program provides students with a broad range of skills and knowledge in the equine industry leading to roles such as stable-hands or stud hands, or further study in a range of equine or equine related qualifications.

This course is completed on weekends and in holiday periods, and is completed with an external provider.

Students undertaking this course are expected to be able to work without supervision. This course incurs an additional cost. Any interested students should contact the VCE Coordinator to discuss suitability.

05 Health and Physical Education

Health and Human Development

https://vimeo.com/825675790

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Understanding health and wellbeing

This unit explores the concepts of health and wellbeing, as subject to a variety of perspectives and definitions. Students will investigate the complex combination of all dimensions of health; which can be characterised as an equilibrium in which individuals feel happy, healthy, capable and engaged. Students will also consider wellbeing as an implicit element of health. They will identify personal perspectives and priorities relating to health and wellbeing. Students will also enquire into factors that influence health attitudes, beliefs and practices for a range of populations. They will look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 2: Semester 2 - Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and

societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 3: Semester 1 - Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Semester 2 - Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Physical Education

https://vimeo.com/825716430

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 2: Semester 2 - Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.
Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

ASSESSMENT

1. Structured Questions (25%)
2. Coursework (25%)
3. Examination (50%)

Unit 3: Semester 1 - Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Semester 2 - Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

VCE/VET Certificate III in Sport and Recreation

The VET/VCE Sport and Recreation Certificate III course offers students a comprehensive foundation in the exciting field of sports and recreation. This course equips students with the knowledge and practical skills needed to pursue a range of rewarding career pathways in the sports industry. Through a combination of theoretical learning and hands-on training, students gain a deep understanding of sports and recreation principles, event management, fitness training, and customer service.

Upon completion of the VET/VCE Sport and Recreation Certificate III course, students have various pathways available to them. Graduates can explore employment opportunities in sports clubs, fitness centres, leisure centres, and community organisations. They can pursue careers as sports coaches, fitness instructors, event coordinators, or recreation officers. The skills acquired during the course also provide a solid foundation for further education, with possibilities including higher-level qualifications in sports management, exercise science, or physical education.

This course not only focuses on developing technical skills but also emphasises teamwork, communication, and leadership abilities, which are highly valued in the sports industry. Students engage in practical experiences, industry placements, and real-world projects, enabling them to apply their knowledge in a professional setting. Additionally, the course encourages students to develop a passion for leading an active and healthy lifestyle while fostering an understanding of the benefits of sports and recreation in the community.

By undertaking the VET/VCE Sport and Recreation Certificate III course, students can unlock a range of exciting opportunities in the dynamic and growing field of sports and recreation. Whether pursuing immediate employment or further education, this course provides a strong foundation for a successful and fulfilling career in the sports industry.

06 Humanities

Accounting

https://vimeo.com/825319017

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.
Students record financial data and prepare reports for service businesses owned by sole proprietors.
Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

There are two areas of study:

1. On completion of this unit the student should be able to describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
2. On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2 - Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.
Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.
Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

There are three Areas of Study:

1. On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
2. On completion of this unit the student should be able to record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
3. On completion of this unit the student should be able to record and report for non-current assets and depreciation.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Unit 3: Semester 1 - Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting

and the perpetual method of inventory recording.
Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

There are two Areas of Study:

1. On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process.
2. On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Semester 2 - Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.
Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

There are two Areas of Study:

1. On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
2. On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Australian and Global Politics

https://vimeo.com/825674291

VCE Australian and Global Politics is a dynamic and exciting subject in which students consider contemporary power at both national and global levels. Students explore, explain, analyse, and evaluate key national and global issues and events to form a critical understanding of the world in which they live. As a result, students will also develop their skills of critical thinking, analysis, synthesis, and argument. The course provides knowledge and skills that prepare students for formal study at the tertiary level and leads to opportunities in a range of careers, including academia, management, government, journalism, and law. In addition, students will become informed citizens, voters and participants in their local, national and international communities.

There are no pre-requisites for entry to Units 1, 2 and 3. Year 11 students who decide to study Global Politics Units 1 and 2 will have an excellent opportunity to build foundational political knowledge and skills to help them excel in Global Politics Units 3 and 4 in Year 12. Some Year 11 students may choose to study the Unit 3 and 4 course if they meet the academic requirements.

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system. Students will investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system. They will also explore the ways social media and the 24-hour news cycle influence political debate.

ASSESSMENT:

1. Coursework (60%)
2. Examination (40%)

Unit 2: Semester 2 - Global connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. These links include a study of the roles of NGOs, global corporations and social media. Students will also evaluate Australia's participation in the global community. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict.

ASSESSMENT:

1. Coursework (60%)
2. Examination (40%)

Unit 3: Semester 1 - Global actors

Students investigate the key global actors in twenty-first century global politics, including states, intergovernmental organisations, non-state actors and transnational cooperations. They use contemporary evidence to analyse the key global actors and their aims, roles and power. This helps them to develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state. Students will also analyse and evaluate the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4: Semester 2 - Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by international law. Students will evaluate the effectiveness of responses to two ethical issues that are selected from the following: human rights, people movement, development (e.g. global poverty) and arms control. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and

challenges to solving them. Two global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination – (50%)

Business Management

https://vimeo.com/825328381

Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Prerequisites

Nil.

Course Description

Business Management Units 1/2

Unit 1: Semester 1 - Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2 - Establishing a Business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Business Management Units 3/4

Unit 3: Semester 1 - Managing a Business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Semester 2 - Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four

years, students evaluate business practice against theory.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Economics

https://vimeo.com/825332316

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Prerequisites

Nil.

Course Description

Economics Units 1/2

Unit 1: Semester 1 - Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded.

Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 2: Sem 2 - Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Economics Units 3/4

Unit 3: Sem 1- Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Unit 4: Sem 2 - Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

ASSESSMENT
1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Geography

https://vimeo.com/825667400

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment, whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and

impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches.
- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires.
- biological hazards include infectious diseases such as HIV/AIDS and malaria, animal-transmitted diseases, water-borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia.
- technological hazards are human-induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides.
Students undertake fieldwork in this unit.

ASSESSMENT
1. Analysis Task (25%)
2. Fieldwork (25%)
3. Classwork (10%)
4. Examination (40%)

Unit 2: Semester 2 - Tourism

In this unit, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places and environments.

They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one

consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s, and its predicted growth, continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit.

ASSESSMENT

1. Analysis Task (25%)
2. Fieldwork (25%)
3. Classwork (10%)
4. Examination (40%)

Unit 3: Semester 1 - Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.
At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report.

Unit 4: Semester 2 - Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.
Populations change by growth and decline in fertility and mortality, and by people moving to different places.

The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add

further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

ASSESSMENT
UNIT 3
1. Structured questions and Fieldwork report - Unit 3 (50%)
2. Analysis of geographic data - Unit 3 (50%)
UNIT 4
3. Analysis of geographic data - Unit 4 (40%)
4. Structured questions - Unit 4 (60%)

History - Overview

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions that have shaped the past and present. The study of history assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining a range of people, groups, events, ideas, and movements. The potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras, events and people.

At GGS, we offer Unit 1 and 2 courses in Ancient History and/or Modern History, and Unit 3 and 4 course in History - Revolutions.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome, and China) across three millennia. Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (in France and Russia) in the modern period.

Ancient History

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations.

ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

Unit 2: Semester 2 - Ancient Egypt or Early China (at teacher's discretion)

Ancient Egypt:

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. Kingdoms rose, flourished and fell around the banks of the River Nile – the lifeblood of urban settlements in Upper and Lower Egypt. In this unit students investigate features of the Old Kingdom Egypt and the representation of power, authority, beliefs, values and attitudes in Middle Kingdom Egypt and the Second Intermediate Period.

OR

Early China:

Early China begins with the pre-imperial period (up to 221 BCE) which is known as Ancient China and concludes with the end of the Han Empire in 220 CE. Students initially investigate the development of civilisation in early China and use a range of primary sources to investigate the origins and features of early civilisations. Students will subsequently consider the rise, expansion and fall of the Qin and Han dynasties, and how these dynasties presented their power and authority.

ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

History (Modern)

https://vimeo.com/825693485

Prerequisites

Nil.

Course Description

Unit 1: Semester 1 - Change and Conflict

Modern History provides students with an opportunity to explore the later part of the 19th century and the first half of the 20th century in a global context. Students will initially focus on the topic of ideology and conflict and will examine events, ideologies, individuals, and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One. They will investigate the impact of World War One on nations and how, despite the post-war peace treaties and the establishment of the League of Nations, the world became increasingly hostile and unstable, and a second global conflict began. Students will also consider the significant social, political, economic, cultural, and technological change in the 1920s and 1930s. Through a consideration of change in nations such as the USA, Germany or the USSR, students will examine the patterns of social and cultural change in everyday life and analyse the conditions which influenced these changes.

ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

Unit 2: Semester 2 - The changing world order

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to social, political, and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students will investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the course of the war including proxy wars and conflicts, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. In addition, there will also be a study of key political and/or social movements that challenged the traditional ideas, values, and political systems of the time. This will include a focus on the anti-apartheid campaign in South Africa, with a consideration of the causes, methods, and achievements of the movement.

ASSESSMENT

1. Assessment Tasks (70%)
2. Examination (30%)

History (Revolutions)

https://vimeo.com/825679044

Prerequisites

Nil.

Course Description

Units 3 and 4: Semester 1 and 2 - Revolutions

Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Students will investigate the significant historical causes and consequences of two political revolutions: the French Revolution of 1789 and the Russian Revolution of October 1917.

In both units, students will develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They will learn to ask historical questions and construct arguments using primary sources and historical interpretations as evidence. Students will analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments and use historical interpretations to evaluate the causes and consequences of revolution.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

Across Units 3 and 4, students will complete four pieces of coursework: a historical inquiry, evaluation of historical sources, extended responses, and an essay.

Legal Studies

https://vimeo.com/825688203

Prerequisites

Nil.

Course Description

Legal Studies Units 1/2

Unit 1: Semester 1 - The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2 - Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and

possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Legal Studies Units 3/4

Unit 3: Semester 1 - Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: Semester 2 - The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Examination (50%)

07 Languages

Chinese

VCE Chinese is not offered at Corio campus; however, students may choose to do this course via distance learning.

Statement of Eligibility Criteria for Chinese Second Language, Chinese Second Language Advanced and Chinese Language, Culture and Society (from VCAA).

Chinese Second Language
A student is not eligible for Chinese Second Language if they have one of the following:
- Twelve (12) months or more education in a school where Chinese is the medium of instruction
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions including China, Taiwan, Hong Kong and Macau.

Chinese Second Language Advanced
A student is eligible for Chinese Second Language Advanced if:
- They have had no more than 7 years of education in a school where Chinese is the medium of instruction
- The highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth. Students may use traditional characters in writing but must be able to read simplified characters.

Prerequisites

Chinese Second Language Units 1 & 2 must be completed before Chinese Second Language Advanced Units 3 & 4.

Course Description

Unit 1: Semester 1

This unit is designed to establish and extend students' knowledge in listening and speaking, and in reading and writing through studying topics relating to themes of the Individual, the Chinese-speaking Communities and The World Around Us. Content areas include personal identities, family and friends, famous people, and film.

Students are required to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts, and to present information in writing in Chinese.

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2

Students continue to develop their knowledge and skills in listening and speaking, and in reading and writing through studying topics related to themes of the Individual, the Chinese-speaking Communities and the World Around Us. Content areas include school life and education, Chinese food, science and technology.

Students are required to participate in spoken or written exchanges related to the content areas; respond in written form to spoken and written texts; analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese; and give an oral presentation in Chinese on a cultural aspect of the topics studied.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Unit 3: Semester 1

This unit is designed to extend a student's knowledge and skills in understanding, speaking and writing, through the themes of the Individual, the Chinese-speaking Communities, and the World Around us. Content areas include legends and fables, festivals and customs, historical events and characters, city and rural life, places of interest in China.

Students are required to participate in a spoken exchange in Chinese to resolve a personal issue, interpret information from texts and write responses in Chinese, and to express ideas in a personal, informative or imaginative piece of writing in Chinese.

The student undertakes to present an object which can be spoken about in detail at the external oral exam.

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

Unit 4: Semester 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing, through the themes of the Individual, the Chinese-speaking Communities, and the World Around us. Content areas include future plans and work, work skills and occupations, technology and lifestyle.

Students are required to analyse information from 3 types of texts for use in a written response in Chinese; share information, ideas and opinions in a spoken exchange in Chinese, and present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Oral Examination (12.5%)

4. Written Examination (37.5%)

French

https://vimeo.com/825662135

Prerequisites

French Units 1 & 2 must be completed before Units 3 & 4.

Course Description

Unit 1: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts and respond in written form; and present information that demonstrates understanding of cultural products and practices.

The content areas are based on the themes of The Individual, The French-Speaking Communities and The World Around Us. Topics include introductions, personal information, family relationships, daily routine and global youth issues.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework (50%)
3. Examination (50%)

Unit 2: Semester 2

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The French Speaking Communities and The World Around Us.

Students are required to participate in spoken or written exchanges related to the content areas; respond in written form to spoken and written texts; analyse and use information from

written, spoken or visual texts to produce an extended written response in French; and give an oral presentation in French on a cultural aspect of the topics studied.

Content areas include future plans, French music and cinema, the environment, pollution and conservation and holidays and travel.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 3: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to participate in a spoken exchange in French to resolve a personal issue, interpret information from texts and write responses in French and express ideas in a personal, informative or imaginative piece of writing in French.

The content areas are based on the themes of The Individual, The French-Speaking Communities and The World Around us and include family structure, the world of work, freedom of the press and immigration.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

Unit 4: Semester 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to share information, ideas and opinions in a spoken exchange in French; analyse information from written, spoken and viewed texts for use in a written response in French; and present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

Content areas include France in the past and now and French culture.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Written Examination (37.5%)
4. Oral Examination (12.5%)

German

https://vimeo.com/825669958

[redacted]

Prerequisites

German Units 1 & 2 must be completed before German Units 3 & 4.

Course Description

Unit 1: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to establish and maintain a spoken or written exchange related to personal areas of experience, listen to, read and obtain information from written and spoken

texts and produce a written text in German relating to personal experiences.

The content areas are based on the themes of The Individual and The World Around Us. Topics areas include classroom communication, duties and rights, relationships, family, technology, alcohol and smoking, sport and hobbies, health and traffic, German Schools; after school, completing an apprenticeship, studying at University, current topics in education.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to respond in writing in German to spoken, written or visual texts presented in German; analyse and use information from written, spoken or visual texts to produce an extended written response in German; and explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

Content areas include the German speaking communities and the world around us. Topic areas include industriousness and relationships at work; working in other parts of Europe, benefits at work, part-time work, leisure time; a business success story and a booming economy; concerts, music and pop culture, fashion, earning money with music; the media, changing face of tv, printed books or e-books, new technologies – blessing or curse, cyber mobbing.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 3: Semester 1

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to participate in a spoken exchange in German to resolve a personal issue; extract information from three or more written, spoken or visual texts and create written responses to specific questions or instructions in German; create an extended original piece of personal, informative or imaginative writing in German to express ideas, thoughts or responses on an aspect of the selected subtopic.

The content is based on the themes of The Individual, The German-speaking Communities and The World Around Us. Topic areas include fairy tales, traditions and customs, Bavaria – a German state; equal opportunity; animal experiments; stem cell research, cloning, in-vitro fertilisation. Dependence and addiction; smoking bans and debates of legalisation.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

Unit 4: Semester 2

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language.

Students are required to share information, ideas and opinions in a spoken exchange in German; analyse information from written, spoken and viewed texts for use in a written response in German and present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

The content is based on the themes of The German-speaking Communities and The World Around Us. Topic areas include the environment and resources; World War II, resistance in World War II; the divided Germany; guest workers, foreigners and emigrants; asylum seekers; reunification of Germany; Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Oral Examination (12.5%)
4. Written Examination (37.5%)

Japanese Second Language

https://vimeo.com/825681117

This subject is for students of non-Japanese speaking background, or those who have completed no more than seven years of first language study prior to Year 11. According to current VCAA rules, some Japanese Nationals may be eligible for this course.

Prerequisites

Japanese Second Language Units 1 & 2 must be completed before Units 3 & 4.

Course Description

Unit 1: Semester 1

Students continue to extend their knowledge and skills under the prescribed themes of: The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 1 involves the study of topics such as: self-introductions, education systems and school activities, sports and club activities.

The student is expected to converse in Japanese on a range of different topics, be familiar with different styles of writing, be able to extract relevant details from a range of spoken or written texts and respond in writing; and extend their knowledge of the Kanji characters. Students undertake a range of coursework assessment tasks throughout the unit.

Weekly individual sessions with our native language assistant are provided for each student which helps the students to develop their oral skills.

ASSESSMENT

1. Coursework (50%)
2. Examination (50%)

Unit 2: Semester 2

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 2 involves the study of topics such as: leisure and fitness, health and sickness, and social and environmental issues such as bullying, protecting the environment.

Students are required to participate in spoken or written exchanges related to the content areas; respond in written form to spoken and written texts; analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese; and give an oral presentation in Japanese on a cultural aspect of the topics studied. More Kanji are introduced, and students are expected to consolidate their knowledge of these.

Students undertake a range of coursework assessment tasks throughout the unit.

Weekly individual sessions with the native language assistant are provided for each student which helps the students to develop their oral skills.

ASSESSMENT
1. Coursework (50%)
2. Examination (50%)

Unit 3: Semester 1

Students continue to extend their knowledge and skills under the prescribed themes of The Individual, The Japanese Speaking Communities and The World Around Us.

Unit 3 involves the study of ideals, lifestyles and gender roles, the environment and technology.

Students are required to participate in a spoken exchange in Japanese to resolve a personal issue, interpret information from texts and write responses in Japanese and express ideas in a personal, informative or imaginative piece of writing in Japanese. Students will consolidate their knowledge of Kanji.

Regular exposure to our native language assistant in small conversation groups helps the

students to develop their oral skills.

Unit 4: Semester 2

Unit 4 involves the study future plans and Japanese housing.

Students are required to share information, ideas and opinions in a spoken exchange in Japanese; analyse information from written, spoken and viewed texts for use in a written response in Japanese; and present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese. Students will continue to consolidate their knowledge of Kanji.

The student undertakes to present an object which can be spoken about in detail at the external oral examination.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

ASSESSMENT

1. Coursework – Unit 3 (25%)
2. Coursework – Unit 4 (25%)
3. Written Examination (37.5%)
4. Oral Examination (12.5%)

08 Mathematics

Foundation Mathematics

https://vimeo.com/825334576

Prerequisites: Year 10 Standard Level Maths

Course Description

Foundation Mathematics Units 1/2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Unit 1: Semester 1

Unit 1 involves the study of algebra, number and structure, including fractions, decimals, percentages, rates and approximations; data analysis, probability and statistics, including collection and representation of data, construction of charts, tables and graphs, and interpretation of data; financial and consumer mathematics, including, personal financial services and information, income calculations and taxation; space and measurement, including standard metric units, reading and interpretation of scales, estimation and approximation strategies, and time and duration conventions, schedules and timetables.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or

problem-solving techniques or approaches.

ASSESSMENT
1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

Unit 2: Semester 2

Unit 2 involves the study of algebra, number and structure, including construction, use and interpretation of formulas, manipulation of symbolic expressions, and estimation, approximation and reasonableness of calculations and results; data analysis, probability and statistics, including measure of central tendency and simple measure of spread, and interpretation, summary and comparison of related data sets; financial and consumer mathematics, including products and services, managing money and financial and economic data trends over time; space and measurement, including simple and composite shapes, two-dimensional plans, location, maps, routes and itineraries.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT
1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

Foundation Mathematics Units 3/4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community, and global settings relevant to contemporary society.

There are 4 areas of study to be completed over the two units, two areas of study per unit. The areas of study are Algebra, number and structure, including estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts; data analysis, probability and statistics, including collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications; discrete mathematics including, the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters; and space and measurement, including the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

On completion of these units students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Unit 3 School-assessed Coursework: 40% (two mathematical investigations)
2. Unit 4 School-assessed Coursework: 20% (a mathematical investigation)
3. Units 3 and 4 Examination: 40%

General Mathematics

https://vimeo.com/825664686

Prerequisites

Units 1 & 2 – Year 10 Standard Level Maths

Units 3 & 4 – Unit 1 & 2 General Mathematics or for accelerating students, Year 10 Algebra at least a B average.

Course Description

General Mathematics Units 1/2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

Unit 1: Semester 1

Unit 1 involves the study of investigating and comparing data distributions, including types of data, displaying data, summarising data, five number summary and calculation of outliers, back-to-back stem plots and parallel box plots; arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics, including percentage increase and decrease, inflation and comparison of purchase options; linear functions, graphs, equations and models, including interpreting and graphing linear functions, solving simultaneous equations and piecewise functions; matrices, including use of matrices to store and display information, matrices arithmetic, inverse matrices and transition matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 30%
3. Examination 2: 30%

Unit 2: Semester 2

Unit 2 involves the study of investigating relationships between two numerical variables, including response and explanatory variables, scatterplots, informal interpretation of association and strength, fitting a line of best fit and interpretation of the line of best fit; graphs and networks, including notations, conventions, and representations of graphs, planar, connected and weighted graphs, and trees and minimum spanning trees; variation, including numerical, graphical and algebraic approaches, transformation of data to linearity, and modelling of non-linear data; space, measurement and applications of trigonometry, including units of measure, exact and approximate answers, similar shapes and objects, perimeter, area, volume and surface area, trigonometric ratios and Pythagoras' Theorem, and the sine and cosine rules.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a Mathematical Investigation)
2. Examination 1: 30%
3. Examination 2: 30%

General Mathematics - Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3: Semester 1

Unit 3 involves the study of data analysis, including data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series,

seasonality, smoothing and prediction; and recursion and financial modelling, including the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 4: Semester 2

Unit 4 involves the study of matrices, including the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems; and networks and decision mathematics, including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Unit 3 School-assessed Coursework: 24% (an application task and a problem-solving task)
2. Unit 4 School-assessed Coursework: 16% (two problem-solving tasks)
3. Units 3 and 4 Examination 1: 30%

4. Units 3 and 4 Examination 2: 30%

Mathematical Methods (CAS)

https://vimeo.com/825688292

Prerequisites

Units 1 & 2 – Year 10 Algebra at least a C+ average

Units 3 & 4 – Maths Methods (CAS) (Units 1 & 2)

Course Description

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Unit 1: Semester 1

Unit 1 involves the study of functions, relations and graphs, including the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry; algebra, number and structure, including the algebra of polynomial functions of low degree and transformations of the plane; calculus, including constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change; data analysis, probability and statistics, including the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical

ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

Unit 2: Semester 2

Unit 2 involves the study of functions, relations and graphs, including graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry; algebra, number and structure, including the algebra of some simple transcendental functions and transformations of the plane; calculus, including differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs; data analysis, probability and statistics, including the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

Mathematical Methods (CAS) - Units 3 and 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

Unit 3: Semester 1

Unit 3 follows directly on from Mathematical Methods (CAS) Units 1 and 2 and assumes knowledge normally acquired in Unit 2. It involves the study of functions, relations and graphs; algebra, number and structure; Calculus, including applications of derivatives and differentiation, and identifying and analysing key features of functions and their graphs; and data analysis, probability and statistics, including the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 4: Semester 2

Unit 4 involves the study of calculus, including the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Unit 3 School-assessed Coursework: 20% (an application task)
2. Unit 4 School-assessed Coursework: 20% (two modelling or problem-solving tasks)
2. Unit 3 and 4 Examination 1: 20% (technology free)
3. Unit 3 and 4 Examination 2: 40%

Specialist Mathematics

https://vimeo.com/825754922

Prerequisites

Units 1 & 2 - Year 10 Higher Level Maths, must also be enrolled in Maths Methods Unit 1 & 2 or Units 3 & 4.

Units 3 & 4 - Specialist Maths Units 1 & 2 and must also be enrolled in Maths Methods Units 3 & 4 or have already completed Maths Methods Units 3 & 4.

Course Description

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

Unit 1: Semester 1

Unit 1 involves the study of: algebra, number and structure, including the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems; discrete mathematics, including the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical

ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

Unit 2: Semester 2

Unit 2 involves the study of: data analysis, probability and statistics including the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means; space and measurement, including trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications; algebra, number and structure, including the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field; functions, relations and graphs, including an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 20% (technology free)
3. Examination 2: 40%

Specialist Mathematics - Units 3 and 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Unit 3: Semester 1

This unit involves the study of discrete mathematics; including logic; functions, relations and graphs, including, rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry; algebra, number and structure, including the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra; space and measurement, including arithmetic and algebra of vectors; linear dependence and independence of a set of vectors and proof of geometric results using vectors; and calculus, including the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching and evaluation of arc length, area and volume.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 4: Semester 2

This unit involves the study of discrete mathematics; including, proof techniques including mathematical induction; space and measurement, including vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes; calculus, including differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science; and data analysis,

probability and statistics, including the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Unit 3 School-assessed Coursework: 20% (an application task)
2. Unit 4 School-assessed Coursework: 20% (two modelling or problem-solving tasks)
3. Unit 3 and 4 Examination 1: 20% (technology free)
4. Unit 3 and 4 Examination 2: 40%

09 Science

Biology

https://vimeo.com/825326242

Prerequisites

Students DO NOT need to study Units 1 and 2 before completing Units 3 and 4.

Course Description

Unit 1

Area of Study 1: How do cells function?

In this area of study students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

Area of Study 2: How do plant and animal systems function?

In this area of study students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.

In this area of study students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

Unit 2

Area of Study 1: How is inheritance explained?

In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

Area of Study 2: How do inherited adaptations impact on diversity?

In this area of study students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?

In this area of study students explore a contemporary bioethical issue relating to the

application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Unit 3

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome. They apply their knowledge to the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students compare gene technologies used to address human and agricultural issues and consider the ethical implications of their use.

Area of Study 2: How are biochemical pathways regulated?

In this area of study students focus on the structure and regulation of biochemical pathways. They examine how biochemical pathways, specifically photosynthesis and cellular respiration, involve many steps that are controlled by enzymes and assisted by coenzymes. Students investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Unit 4

Area of Study 1: How do organisms respond to pathogens?

In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

Students consider that in a globally connected world there are biological challenges that can be mediated by identification of pathogens, the prevention of spread and the development of treatments for diseases.

Area of Study 2: How are species related over time?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They consider how the field of evolutionary biology is based upon the

accumulation of evidence over time and develop an understanding of how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students consider the biological consequences of changes in allele frequencies and how isolation and divergence are required elements for speciation. They consider the evidence for determining the relatedness between species and examine the evidence for major trends in hominin evolution, including the migration of modern human populations around the world.

Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

Chemistry

https://vimeo.com/825330671

Prerequisites

Chemistry Units 1 & 2 must be completed before Units 3 & 4.

Course Description

Unit 1

Semester 1 - How can the diversity of materials be explained?

Area of Study 1: How do the chemical structures of materials explain their properties and reactions?

Students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and

use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

Area of Study 2: How are materials quantified and classified?

Students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved. They may construct models to visualise the similarities and differences between families of organic compounds.

Area of Study 3: How can chemical principles be applied to create a more sustainable future?
Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy).

Unit 2

Semester 2: How do chemical reactions shape the natural world?

Area of Study 1: How do chemicals interact with water?

students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat of vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

Area of Study 2: **How are chemicals measured and analysed?**

Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute

will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

Students adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

Unit 3

How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Area of Study 1: What are the current and future options for supplying energy?

Students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment. Students develop practical techniques to investigate how energy from fuels can be obtained and measured, and to determine the efficiency of different fuels and electrochemical cells as sources of energy. Students develop their skills in the use of scientific equipment and apparatus.

Area of Study 2: How can the rate and yield of chemical reactions be optimised?

Students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society. Students investigate reaction rates including the measurement of mass, gas volumes and time. They use an equilibrium system, such as iron(III) thiocyanate, to predict and test the effect of different changes to the system. They investigate the effect of catalysts on reaction rates, such as comparing the rate of decomposition of hydrogen peroxide using organic and inorganic catalysts. Students explore the application of electrolysis in the manufacture of useful products through experiments such as electroplating and anodising. They model and explain the operation of secondary cells: for example, those in portable devices such as laptops or cell phones.

Unit 4

How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Area of Study 1: How are organic compounds categorised and synthesised?

Students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

Area of Study 2: How are organic compounds analysed and used?

Students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.

Students may perform qualitative tests to identify features of organic compounds, such as the degree of saturation in fats and oils and the identification of functional groups in an unknown compound. Students may perform quantitative analyses including redox titrations to determine concentrations and quantities of substances, such as the amount of Vitamin C in fruits. They design and improve on experiments such as the testing of the viscosity of alcohols.

Area of Study 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both
Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Environmental Science

Prerequisites:

There are no prerequisites for this course.

Course Description:

Environmental Science Units 1/2

Environmental Science is an exciting and relevant subject that explores the complex interactions between humans and the natural world. Through Units 1 and 2, students will develop an understanding of key environmental concepts, including ecosystems, biodiversity, and sustainability, and investigate the impacts of human activities on the environment.

In Unit 1, students will explore the biotic and abiotic components of ecosystems, including

energy flow and nutrient cycles, and investigate the importance of biodiversity and the role of conservation in maintaining ecosystem health. They will also examine the impact of human activities, such as land use change and pollution, on ecosystems.

In Unit 2, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 1 and 2, students will engage in a range of activities, including fieldwork, data analysis, and research, to develop their scientific skills and deepen their understanding of environmental issues. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

Environmental Science Units 3/4

Through Units 3 and 4, students will deepen their understanding of key environmental concepts and investigate the impacts of human activities on the environment, with a focus on sustainability.

In Unit 3, students will explore the impact of climate change on the environment, including the causes and consequences of global warming, strategies for mitigating its effects, and its impact on biodiversity. They will also investigate the role of human activities, such as agriculture and transportation, in contributing to climate change.

In Unit 4, students will deepen their understanding of environmental issues, investigating the factors that contribute to environmental change and the ways in which we can manage and mitigate these impacts. They will explore sustainable practices in agriculture, energy use, and waste management, as well as the social, economic, and political factors that influence

environmental decision-making.

Environmental science graduates have a broad range of career options, including working for government agencies, NGOs, and consulting firms. Environmental scientists may work as environmental consultants, conducting research and providing advice to businesses and government agencies on environmental policies and regulations. They may also work as conservation scientists, park rangers, or environmental educators. There is a growing demand for jobs in this field with new jobs arising constantly.

Throughout Units 3 and 4, students will engage in a range of activities, including data analysis, research, and fieldwork, to deepen their understanding of environmental issues and develop their scientific skills. By the end of the course, students will be equipped with the knowledge and skills to make informed decisions about their impact on the environment and to contribute to a sustainable future.

ASSESSMENT
Assessment is comprised of coursework (class tests and practical work), practical investigation and examination.

Physics

https://vimeo.com/825718158

Prerequisites

Physics Units 1 & 2 must be completed before Units 3 & 4.

Course Description

The study of Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Each of the 4 units across Year 11 and 12 are structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion

approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Psychology

https://vimeo.com/825748733

Prerequisites

Psychology Units 1 & 2 are strongly recommended before Units 3 & 4.

Overview:

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered to develop an understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Course Description

Psychology Units 1/2

Semester 1 – How are behaviour and mental processes shaped – through the lens of Criminal Psychology?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western

societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

This semester culminates in students considering the question are criminals born or made?

Semester 2 – How do internal and external factors influence behaviour and mental processes?

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning

A student-adapted or student-designed scientific investigation is undertaken in Semester 2. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from across the course.

Psychology Units 3/4

Unit 3: Semester 1 – How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the

world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: Semester 2 - How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Scientific Investigation

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

ASSESSMENT

Assessment is comprised of coursework and examination.

10 Technology

Agricultural and Horticultural Studies

https://vimeo.com/825321068

Prerequisites

Nil.

Course Description

Agricultural and Horticultural Studies is designed to give greater understanding of the operations and practices of agricultural and horticultural systems. The focus is on human interaction with the earth and its organisms. The goal of this interaction is to develop an economically and ecologically sustainable system.

Throughout the study, students apply their acquired knowledge in managing an agricultural or horticultural enterprise.

Unit 1: Semester 1 - Agricultural and Horticultural operations

In this unit students study local agricultural and horticultural operations and the factors that influence these enterprises. Students explore elements that constitute agricultural and horticultural systems; basic animal and plant biology, including identification, classification, structure and growth. They examine the environmental, economic, social and historical factors that influence the development of local agricultural and horticultural systems.

On completion of this unit students should be able to: describe and explain the make-up of agricultural and horticultural systems; identify the range of factors that influence the maintenance and distribution of these systems in this region of Victoria. They will then apply and justify the use of production skills involved in establishing a small agricultural/ horticultural enterprise.

ASSESSMENT

1. Coursework (70%)
2. Examination (30%)

Unit 2: Semester 2 - Production

This unit focuses on the analysis of production systems in terms of physical, biological, social and economic factors, sustainability and time. Students examine nutrition, reproduction and genetics in plants and animals. They consider the role of agribusiness and horticultural business in adding value to produce. This unit involves investigating the factors that influence the process of production.

On completion of this unit students should be able to: explain the nutritive and reproductive processes of plants and animals within an agricultural and horticultural production system; discuss the role of these systems in adding value to agricultural and horticultural produce. They will then evaluate and report on the management of a small agricultural enterprise their group established in Unit.

ASSESSMENT
1. Coursework (70%)
2. Examination (30%)

Unit 3: Semester 1 - Technology

Technology in this study refers to the equipment and processes that can be used to maintain and enhance the efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable agricultural and horticultural systems, operators need to be aware of technology and its role in planning. This unit focuses on the impact of technology on agricultural/horticultural systems, including new methods of obtaining and processing information to improve efficiency in record-keeping and decision-making; production; marketing; and long-term planning. The development of new and improved technology associated with sustainable production, management and marketing will be investigated, and the impact of this production on the environment will be assessed.

Unit 4: Semester 2 - Management

This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability.

On completion of this unit students should be able to: compare a natural ecosystem with a

managed ecosystem; apply appropriate production skills to the enterprise; evaluate the outcomes of a business plan; analyse financial performance. Students report on the conduct of an enterprise including factors influencing its productivity and sustainability and students give recommendations for improvement.

ASSESSMENT

1. Coursework - Unit 3 (33%)
2. Coursework – Unit 4 (33%)
3. Examination (34%)

Product Design and Technology

https://vimeo.com/825743639
https://vimeo.com/825729872

Prerequisites

Nil.

Course Description

In VCE Product Design and Technology, students assume the role of a designer-maker. In adopting this role, students design and make three-dimensional products using one or more materials and systems drawn from:

- RESISTANT MATERIALS (wood, metal, plastics), or
- TEXTILES (fibres, yarns and fabrics).

These units encourage students to produce innovative solutions to various set design problems and develop research skills through a number of investigation assignments. Students work through a series of projects that are designed to encourage students to develop skills in investigation and technical reporting, designing, manufacturing and evaluation.

Unit 1: Semester 1 - Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer. The students examine the tools, processes and techniques and knowledge used by a designer to develop a solution to a specific problem.

On completion of the unit, students should be able to: use methods and processes used by the designer to design and manufacture a product. They should know how to use and evaluate the use of materials, tools, equipment and processes applied in the production of a product.

ASSESSMENT
1. Design Folio (30%)
2. Production (30%)
3. Coursework (20%)
4. Examination (20%)

Unit 2: Semester 2 - Collaborative Design

In this unit students work as a member of a team to develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop a solution to design problems. The students learn about restrictions and parameters within design set by the end-user's needs, producer's requirements, social conventions and environmental concerns. This unit focuses on the impact of these factors on the design solution.

On completion of this unit students should be able to: work as a member of a team to identify a need and use a structured approach to problem-solving. They should know how to justify, manage, safely use and evaluate appropriate production processes.

ASSESSMENT
1. Design Folio (30%)
2. Production (30%)
3. Coursework (20%)
4. Examination (20%)

Unit 3: Semester 1 - Applying the Product design process

This unit focuses on the design and development of a product for the mass market. It requires students to design for others. Product development in industry is investigated through the study of ways of establishing needs and other considerations that are observed when developing the design and product for a client.

On completion of this unit students should be able to: explain the role of the designer and how products are designed and produced to meet the needs of a client. They also need to explain how products are designed and produced within an industrial/commercial setting.

Finally students are asked to develop a product for a client.

Unit 4: Semester 2 - Product Development and Evaluation

This unit focuses on how judgements about the success of products can be informed by a comparison in terms of a product's quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

On completion of this unit students should be able to: explain the relationships linking aesthetic appeal, function of products and user needs. They need to develop a product for a client and evaluate the final design and production in relation to the needs of the client.

ASSESSMENT
1. Coursework – Unit 3 (12%)
2. Coursework – Unit 4 (8%)
3. School Assessed Task (50%)
4. Examination (30%)

VCE/VET Furnishing Certificate II in Furniture

Prerequisite:

Year 11: Nil

Year 12: students must have completed **Units 1 & 2** – VCE Product Design and Technology

Overview:

This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a range of furnishing industries. It includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

Certificate II in Furniture Making Pathways, including:

- five core units of competency
- seven elective units of competency
- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices

- Demonstrate care and apply safe practices at work
- Make simple timber joints
- Join furnishing materials
- Apply domestic surface coatings
- Prepare surfaces
- Organise and communicate information
- Improve practical manufacturing skills.

What skills will you develop?

- Practical woodworking skills
- Material preparation
- Joinery
- Sustainable practices
- How to plan projects
- How to work safely and accurately

Possible future pathways:

- Furniture maker
- Cabinet maker
- Kitchen installer
- Bathroom installer
- Flooring installer
- Furniture finisher

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CURRICULUM GUIDE 2024

YEAR 11-12 IB DIPLOMA

Last updated August 25, 2023

01 Welcome to the IB Diploma

Holistic and globally minded qualification

The IBDP is a rigorous and balanced programme of education that is offered to students in Years 11 and 12, as an alternative to the Victorian Certificate of Education (VCE). Recognised and respected both internationally and domestically, the IBDP enables students to study at Australian universities and is also valued by overseas universities as a matriculation qualification.

Academic Aims

The IB's academic programme aims to awaken the intelligence of young people and teach them to relate the content of the classroom to the realities of the world outside. Comprehensive and balanced curricula coupled with challenging assessments have established the IB as a unique institution in the arena of international education. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship.

The desired profile of the IB student is that of a critical and compassionate thinker, an informed participant in local and world affairs who values the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus and after they leave our gates.

Hear more about the IB Diploma

https://player.vimeo.com/video/216943947?h=a1a36c1a93&dnt=1&app_id=122963

Course Requirements

Students are required to complete six subjects with at least one chosen from each of the following subject groups:

- Group 1: Studies in Language and Literature.
- Group 2: Language Acquisition.
- Group 3: Individuals and Societies.
- Group 4: Sciences.
- Group 5: Mathematics.
- Group 6: The Arts.

In Group 6, students can choose either an arts subject or a second subject from Group 3 or Group 4.

Core studies

In addition, all DP students are required to complete the three core study areas:

- **Extended Essay:** The extended essay enables students to engage in independent research through an in-depth study of around 4000 words relating to one of their chosen subjects.
- **Theory of Knowledge (TOK):** TOK is a course in critical thinking that teaches students ˜how' to learn, helping them to develop a comprehensive knowledge of the learning process that they can apply to various disciplines and across all their subjects.
- **Creativity, Action, Service (CAS):** CAS involves students in a range of activities outside the classroom and will run over an 18-month period. A wide range of experiences will be completed including involvement in the arts, physical activity and community service.

Criteria

At least three subjects (and no more than four) must be Higher Level subjects. Higher level subjects involve 240 teaching hours.

The remaining subjects must be Standard Level subjects. Standard level subjects involve 150 teaching hours.

This way, students can explore some subjects in depth and some more broadly over the two-year period. While overall balance is maintained, flexibility in choosing higher level subjects allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Academic support

Many students with identified need such as Specific Learning Disorder – Reading and Writing (Dyslexia), Attention Deficit Hyperactivity Disorder (ADHD) or Anxiety successfully complete the IB Diploma.

They do so with the support of their subject teachers, house team, assessment accommodations and support staff when required.

Support is provided to students studying the IB Diploma in three ways:

1. Classroom Supports such as assistive technologies and quality differentiated teaching practice.
2. Wrap Around Supports such as small group or one-to-one tutorials, study skills coaching, and executive functioning
   coaching.
3. Assessment Supports such as extra time, rest breaks, assistive technology or separate assessment spaces.

02 Group 1: Studies in Language and Literature

English A: Literature

https://vimeo.com/824973114

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

In the English A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

The English A: Literature course is organised around three areas of exploration:

1. Readers, writers, texts
2. Time and space
3. Intertextuality: connecting texts

At GGS, these areas of exploration will be taught discretely in Year 11 and concurrently in Year 12. The inquiry into literary texts across the three areas of exploration is focussed through seven concepts:

1. Identity
2. Culture
3. Creativity
4. Communication
5. Perspective
6. Transformation
7. Representation

These concepts interact with the three areas of exploration in numerous ways and contribute a sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the works they study relate to one another.

SL students must study at **least 9 works** of which:

- a minimum of four must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of three must be works in translation written by authors on the Prescribed reading list
- two can be chosen freely – from the Prescribed reading list or elsewhere – and may be in translation.

Works must be selected to cover three literary forms, three periods and three countries or regions in at least two continents.
HL students must study **at least 13 works** of which:

- a minimum of five must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of four must be works in translation written by authors on the Prescribed

reading list
- four can be chosen freely — from the Prescribed reading list or elsewhere — and may be in translation.

Works must be selected to cover the four literary forms, three periods and four countries or regions in at least two continents.

ASSESSMENT OUTLINE – SL

Internal assessment
1. Individual oral (15 minutes) (30%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes.

External assessment
1. Paper 1: Guided literary analysis (1 hour 15 minutes) (35%)
2. Paper 2: Comparative essay (1 hour 45 minutes) (35%)

ASSESSMENT OUTLINE – HL

Internal assessment
1. Individual oral (15 minutes) (20%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment
1. Higher level essay – internally set and externally marked (20%)
2. Paper 1: Guided literary analysis (2 hours 15 minutes) (35%)
3. Paper 2: Comparative essay (1 hour 45 minutes) (25%)

English A: Language and Literature

https://vimeo.com/824970552

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

In the English A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

The English A: Language and Literature course is organised around three areas of exploration:

1. Readers, writers, texts
2. Time and space
3. Intertextuality: connecting texts

At GGS, these areas of exploration will be taught discretely in Year 11 and concurrently in Year 12. The inquiry into literary texts across the three areas of exploration is focussed through seven concepts:

1. Identity
2. Culture
3. Creativity
4. Communication
5. Perspective
6. Transformation
7. Representation

These concepts interact with the three areas of exploration in numerous ways and contribute a

sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between literary and non-literary texts, making it easier for students to identify different ways in which the works they study relate to one another.

Across the three areas of exploration at least four literary works (including one work in translation) must be studied in the SL course and at least six works (including two works in translation) must be studied in the HL course. Each area of exploration must involve the study of both literary works and non-literary texts, with equal time devoted to the study of each. Non-literary texts may include advertisements, biographies, guide books, infographics, radio broadcasts, blogs, brochures, cartoons, magazine articles, travel writing and photographs.

ASSESSMENT OUTLINE – SL

Internal assessment
1. Individual oral (15 minutes) (30%) – Supported by an extract from one literary text and one non-literary work, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment
1. Paper 1: Guided textual analysis (1 hour 15 minutes) (35%)
2. Paper 2: Comparative essay (1 hour 45 minutes) (35%)

ASSESSMENT OUTLINE – HL

Internal assessment
1. Individual oral (15 minutes) (20%) – Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes followed by 5 minutes of questions.

External assessment
1. Higher level essay – internally set and externally marked (20%)
2. Paper 1: Guided textual analysis (2 hours 15 minutes) (35%)
3. Paper 2: Comparative essay (1 hour 45 minutes) (25%)

03 Group 2: Language Acquisition

Language B: (Chinese)

Prerequisites

Year 10 Chinese

https://vimeo.com/824951094

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:
(extra expectations for Higher Level students are given in bold type)

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use a wide range of vocabulary in common usage.

- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)
Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)
SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of

the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)
One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Language B: (German)

Prerequisites

Year 10 German

https://vimeo.com/824964447

Please Note: for 2024 only

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills

- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:
(extra expectations for Higher Level students are given in bold type)

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use a wide range of vocabulary in common usage.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)
Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)
SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)
One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Language B: (Japanese)

Prerequisites

Year 10 Japanese

https://vimeo.com/824968518

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:
(extra expectations for Higher Level students are given in bold type)

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use a wide range of vocabulary in common usage.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.

- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)
Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)
SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)
One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Language B: (French)

Prerequisites

Year 10 French

https://vimeo.com/824957904

Course Structure: SL and HL

Course Description

Language B is for a language learner who has 2 – 5 years' experience of the target language. Currently it is not possible to do two languages unless one is done as an anticipated subject in Year 11.

For students wishing to take two languages at GGS, advanced students may join the Year 12 class and complete one language as an Anticipated Subject at Standard Level. This means that candidates can complete the course in Year 11 and attempt the examination at the completion of that year. It must be understood that each course is a second language course and therefore, first language speakers of Chinese, French, German or Japanese who have completed 12 months in a school where this language is the language of instruction will not be eligible to

enroll.

Standard Level and Higher Level

The main focus of the course is on language acquisition and development in the four primary language skills of listening, speaking, reading and writing. The balance between these four language skills will be appropriate to the needs of the students.

- Language B Higher Level is for a language learner who has approximately 4 to 5 years' experience of the language;
- is not taught other subjects in the target language
- and is normally taught in places other than where the language is spoken

Note: It is not possible to study an ab initio language at Higher Level.

An Anticipated Subject can only be studied to Standard Level.

Language B Course Aims

The program aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning

By the end of the course, students are expected to demonstrate competence in three distinct

but interrelated areas:

- Language
- Message
- Conceptual Understandings

Students are expected to demonstrate an ability to:
(extra expectations for Higher Level students are given in bold type)

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use a wide range of vocabulary in common usage.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The audio and written texts are more complex at Higher Level.

At Higher Level, two literary texts will also be studied.

The four skills of listening, speaking, reading and writing are equally developed through the five course themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

To supplement the course, students have access to a range of worksheets, authentic newspapers and magazines, films, television programs, songs, poetry and prose, letters and diagrams in the target language. Information technology is integrated into the course.

Students also have regular access to our native language assistants to develop their oral skills. Oral classes with the assistants form an integral part of the senior courses.

Chinese Students may use the traditional form in writing but must be able to read the simplified writing in class.

CHINESE, FRENCH, GERMAN AND JAPANESE

Internal Assessment (25%)
Internally assessed by the teacher and externally moderated by the IB.

Individual Oral (12-15 minutes) (25%)
SL: 15 minutes' preparation of a visual stimulus relating to one of the five themes, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 4-5 minute general discussion which addresses at least one additional theme.

HL: 20 minutes' preparation of an extract of up to 300 words (600 Japanese characters) (360 Hanzi) from the two literary texts studied, a 3-4 minute presentation, a 3-4 minute follow-up discussion with the teacher and a 5-6 minute general discussion which addresses at least one of the five themes.

External Examinations: Written Component (75%)

Paper 1: Productive Skills (Writing) (SL 75 minutes, HL 90 minutes) (25%)
One writing task from a choice of three, choosing a text type appropriate to the task from those listed in the instructions.

Word count:

- SL 250-400 (French and German) or 500-800 (Japanese) words or 300-480 Hanzi
- HL 450-600 (French and German) or 600-600 (Japanese) words or 540-720 Hanzi

Paper 2: Receptive Skills (SL 1 hour 45 minutes, HL 2 hours) (50%)

a) Reading (25%) (1 hour both levels)

Comprehension texts based on three written texts drawn from the five themes.

b) Listening (25%) (SL 45 minutes, HL 1 hour)

Comprehension questions based on three audio texts drawn from the five themes.

Spanish Ab Initio

Prerequisites

Nil.

https://vimeo.com/825032708

Course Structure: SL only

Course Description

Ab Initio is for a beginner who has little or no previous experience of the language. The student must have had no formal instruction in the language nor have lived in a Spanish speaking country.

The main focus of the course is on language acquisition and development in the four primary language skills of reading, listening, writing and speaking. The aim is to develop all four skills to a similar level of communicative competence. The course focuses on everyday situations and aspects of the culture related to the language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The Spanish Ab Initio syllabus is organized into five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing The Planet.

ASSESSMENT

1. Internal Assessment: Oral Component (25%)
A final oral examination over the second year of the course assessed by the classroom teacher and externally moderated by the IB.

2. Individual Oral- 10 minutes (25%)
15 minutes' preparation of a visual stimulus. A 1-2 minute presentation of the stimulus, a 3-4 follow-up discussion with the teacher and a 3-4 minute general discussion that addresses at least one additional theme.

3. External Assessment: Written Component (75%)
Paper 1: Productive Skills (1 hour) (25%)

Two written tasks of 70-150 words from a choice of three tasks, choosing a text type from each task from those listed in the instructions.

Paper 2: Receptive Skills (1 hour 45 minutes, 50%)

- Reading Comprehension (25%, 1 hour) - Comprehension tasks based on three written texts
- Listening Comprehension (25%, 45 minutes) - Comprehension questions based on three audio texts

04 Group 3: Individuals and Societies

Economics

https://vimeo.com/824955632

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studies in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economic course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

IB Economics - Syllabus outline

Unit 1: Introduction to economics

1.1 What is economics?
1.2 How do economists approach the world?

Unit 2: Microeconomics

2.1 Demand
2.2 Supply
2.3 Competitive market equilibrium
2.4 Critique of the maximizing behaviour of consumers and producers
2.5 Elasticity of demand
2.6 Elasticity of supply
2.7 Role of government in microeconomics
2.8 Market failure—externalities and common pool or common access resources
2.9 Market failure—public goods
2.10 Market failure—asymmetric information
2.11 Market failure—market power
2.12 The market's inability to achieve equity

Unit 3: Macroeconomics

3.1 Measuring economic activity and illustrating its variations
3.2 Variations in economic activity—aggregate demand and aggregate supply
3.3 Macroeconomic objectives
3.4 Economics of inequality and poverty
3.5 Demand management (demand side policies)—monetary policy
3.6 Demand management—fiscal policy
3.7 Supply-side policies

Unit 4: The global economy

4.1 Benefits of international trade
4.2 Types of trade protection
4.3 Arguments for and against trade control/protection
4.4 Economic integration
4.5 Exchange rates
4.6 Balance of payments

4.7 Sustainable development
4.8 Measuring development
4.9 Barriers to economic growth and/or economic development
4.10 Economic growth and/or economic development strategies

Distinction between SL and HL

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge – as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge – including the ability to analyse, synthesise and evaluate that knowledge to produce a policy response to contemporary economic issues. These skills are specifically assessed at HL in Paper 3.

ASSESSMENT

Internal Assessment: Standard Level
A portfolio of three commentaries on news media extracts of 800 words each. (30%)

External Examinations: Standard Level
Paper 1: Extended response paper where students answer one question from a choice of three (1:15h, 30%)
Paper 2: Data response paper where students answer one question from a choice of two (1:45h, 40%)

Internal Assessment: Higher Level
A portfolio of three commentaries on news media extracts of 800 words each. (20%)

External Examinations: Higher Level
Paper 1: Extended response paper where students answer one question from a choice of three (1:15h, 20%)
Paper 2: Data response paper where students answer one question from a choice of two (1:45h, 30%)

Paper 3: A policy paper where students answer two compulsory questions (1:45h, 30%)

Geography

https://vimeo.com/824961531

Prerequisites

Nil.

Course Structure: SL and HL

Course description

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes and knowledge. Although the skills and activity of studying geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher level extension

Part one: Optional Geographic themes

Option 1: Freshwater

This optional theme encompasses the physical geography of freshwater in a systems framework, including core elements of hydrology (and the factors and processes that give rise to bankfull discharge and flooding) and fluvial geomorphology (including river process and landform study). It also covers the study of water on the land as a scarce resource requiring careful management, including freshwater bodies such as lakes and aquifers. This includes the ways in which humans respond to the challenges of managing the quantity and quality of freshwater, as well as the consequences (whether intended or unintended, positive or negative) of management within drainage basins. The importance of integrated planning is emphasized, in addition to the geopolitical consequences of growing pressures on internationally shared water resources. Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of other concepts including systems (the hydrological cycle), flood mitigation (attempts to tackle flooding) and water security.

Option 2: Leisure, tourism and sport

This optional theme focuses on ways in which people in a growing number of global contexts make use of their leisure time. As more people join the “global middle class”, they have disposable incomes allowing participation in tourism, including international travel and different types of sport. Sport can also be an important use of leisure time for people on low incomes who cannot afford to participate in tourism.

While tourism often has an urban focus, rural areas provide another important geographical setting for touristic activities, including walking, enjoying wilderness, doing extreme sports or visiting heritage sites. The uses made of places vary greatly, depending on physical geography,

history and level of economic development.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including consumption (of landscapes), carrying capacity and threshold (in relation to environmental stress) and sustainability (in relation to long-term management of touristic resources).

Option 3: Food and health

This optional theme looks at the geography of food and health. Economic development is often accompanied by dietary change and an epidemiological transition in which diseases of poverty become less common and diseases of affluence more common; however, this transition does not apply equally to all sectors of society.

Neither food nor health is easy to "measure", so alternative indicators of food and health are considered. There are many interactions between, and shared influences on, food and health. The role of gender, TNCs and national governments in both food and health provision is considered. This topic considers alternative ways of assessing agricultural sustainability alongside possibilities for improving food supplies and global health over the long term.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including some, such as diffusion and barriers, which are applicable to both food production

Part two: SL and HL core

Geographic perspectives—global change
The core theme provides an overview of the geographic foundation for the key global issues of our time. The purpose is to provide a broad factual and conceptual introduction to the geography of population dynamics, climate change and resource consumption issues.
The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Each unit examines issues at different scales from local to global, as well as the interaction between different places.

Attention should be given to the positive aspects of change (not only the negative ones), to the

need to accept responsibility for seeking solutions to the demographic, economic and environmental issues—and, where appropriate, to the management strategies adopted to meet the challenges.

It is not intended for the units to be taught sequentially. The approach to teaching is not prescribed, and the content can be taught with flexibility according to the interests of the learners.

Part two: HL core extension

Geographic perspectives—global interactions

This study of global interactions has a broader perspective than a more conventional study of globalization that emphasizes a linear process involving the domination and the imposition of Western culture on the world. In the context of this syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.
The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into three units relating to global interactions and global development.

Internal assessment

Internal assessment is an integral part of the course and is a compulsory component for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with examination papers. The internal assessment should, as far as possible, be woven into normal practice and classroom teaching, and not be a separate activity conducted after a course has been taught.
The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours, and the weightings are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and produce one written report that is based on a fieldwork question.

Geography and prior learning

The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required.

History

https://vimeo.com/824966804

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

History is particularly important in the modern world where different cultures and traditions are required to understand one another and where empathy is highly regarded by employers. The IB History course at GGS focuses predominantly on modern history and promotes international-mindedness through the study of history from more than one region of the world. History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past through which students can increase their understanding of themselves and of contemporary society.

The course emphasizes the importance of encouraging students to think historically and critically as well as gaining factual knowledge. Students will develop their understanding of the six key historical concepts of cause and consequence, continuity and change, perspectives and significance which they have been introduced to in History lessons throughout Years 7 to 10. On completion of the programme at Higher or Standard level, students will be able to demonstrate detailed historical knowledge and an understanding of historical concepts and sources. They will be able to formulate clear and coherent arguments which integrate and evaluate evidence from historical sources and perspectives. Students will also understand how to critically evaluate the values and limitations of historical sources and through completion of a historical inquiry they will develop their research and referencing skills and will reflect on the methods of the historian.

Standard Level and Higher Level

Standard and Higher Level students will study the topic of **Rights and Protest** which considers the struggles for rights and freedoms in the mid-20th century through an examination of the civil rights movement in the USA (1954-1965) and the protests against apartheid in South Africa (1948-1964). Students will study the nature and characteristics of

discrimination, examples of protests and actions, and the role and significance of key individuals or groups. Throughout this study, which is examined on Paper 1, students will become confident in understanding historical sources and will critically evaluate the values and limitations of the sources.

All students will study two world history topics which are assessed on Paper 2. Students will firstly investigate conditions that facilitated the rise of **Authoritarian States** in the 20th century, and the methods used by the parties and leaders to take, consolidate and maintain power. Students will study and compare a range of authoritarian leaders including Hitler and Castro. The second Paper 2 topic is the Cold War which dominated global affairs from the end of the Second World War to the early 1990s. The origins, development and end of the Cold War will be examined along with detailed case studies of two Cold War crises, two leaders and two countries.

The **Internal Assessment** requirements are identical for SL and at HL. Students will complete a research investigation on a historical topic of their choice. The students will develop and apply the skills of a historian by selecting and analysing a range of source material and considering diverse perspectives. The assessment requires students to search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Higher Level
Higher Level students will undertake a regional study (assessed in Paper 3) in which they will further their understanding of 19th and 20th Century Europe. Students will build on the knowledge gained through their preparation for Papers 1 and 2 as there is overlap in the topics chosen.

Students will prepare for three topics:

- **Imperial Russia, revolution and the establishment of the Soviet Union** (1855 – 1924). This topic focuses on the concepts of change and continuity by considering the collapse of tsarist autocracy, the revolutions of 1917, the Civil War and the rule of Lenin.
- **Inter-war domestic developments in European states** (1918-1939) which considers domestic developments in Germany, Italy, Spain and Russia between the two world wars.
- **The Soviet Union and post-Soviet Russia** (1924-2000) which examines the consolidation of the Soviet state from 1924 and the domestic and foreign policies of Stalin, Khrushchev and Brezhnev. Students will also consider the decline and collapse of the Soviet Union and the

political and economic developments in post-Soviet Russia.

ASSESSMENT

Standard Level

- **External Assessment: Paper 1:** A source-based paper on Rights and Protest (1 hour, 30%)
- **Paper 2:** An essay paper based on the two twentieth century world history topics of Authoritarian States and the Cold War. (1.5 hours, 45%)
- **Internal Assessment:** Historical investigation of up to 2200 words (25%)

Higher Level

- **External Assessment: Paper 1:** A source-based paper on Rights and Protest (1 hour, 20%)
- **Paper 2:** An essay paper based on the two twentieth century world history topics of Authoritarian States and the Cold War. (1.5 hours, 25%)
- **Paper 3:** An essay-based paper on the History of Europe (2.5 hours, 35%)
- **Internal Assessment:** Historical investigation of up to 2200 words (20%)

Psychology

https://vimeo.com/825025801

Prerequisites

Nil

Course Structure: SL and HL

Course Description and aims:

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

The aims of the psychology course at SL and at HL are to:

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

Curriculum Model Overview

Core

- Biological approach to understanding behaviour + HL extension
- Cognitive approach to understanding behaviour + HL extension
- Sociocultural approach to understanding behaviour + HL extension
- Approaches to researching behaviour

Options (SL one option | HL two options)

- Abnormal psychology

- Developmental psychology
- Health psychology
- Psychology of human relationships

Internal assessment

- Experimental study

Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content

- Demonstrate knowledge and comprehension of:
  - key terms and concepts in psychology
  - a range of psychological theories and studies
  - the biological, cognitive and sociocultural approaches to mental processes and behaviour
  - research methods used in psychology.

2. Application and analysis

- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of:
  - a range of psychological theories and research studies
  - the knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.

3. Synthesis and evaluation

- Evaluate the contribution of:
  - psychological theories to understanding human psychology
  - research to understanding human psychology
  - the theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.

4. Selection and use of skills appropriate to psychology

- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment

Assessment at a glance

Standard Level

- External Examination – Paper 1: Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches (2 hours, 50%).
- External Examination – Paper 2: One question from a choice of three on one option (1 hour, 25%).
- Internal Assessment – Experimental study: A report on an experimental study undertaken by the student (20 hours, 25%).

Higher Level

- External Examination – Paper 1: Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. Essays will reference additional HL topic (2 hours, 40%).
- External Examination – Paper 2: Two questions; one each from a choice of three on two options (2 hours, 20%).
- External Examination – Paper 3: Three short answer questions on approaches to research (1 hour, 20%).
- Internal Assessment – Experimental study: A report on an experimental study undertaken by the student (20 hours, 20%).

05 Group 4: Sciences

Biology

https://vimeo.com/824944196

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Biology is an experimental science in which the scientific method of investigation forms an integral part of the study of living organisms. Within the course, living things are studied from the molecular level through to the macro interactions which occur in the biosphere. By the end of this course, students should have developed an appreciation of the interactions between these levels and of the organisms functioning as entities in the biosphere.

Standard Level

The material covered in the core includes: Unity and diversity, Form and function, Interaction and interdependence, & Continuity and change. There is an extensive programme of practical investigations.

Higher Level

In addition to the Standard Level core work, Higher Level material includes more content depth and skills complexity for each of the core topics.

ASSESSMENT at a Glance:

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade

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External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36

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Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Chemistry

https://vimeo.com/824947997

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Chemistry is an experimental science concerned with the study of the materials of our environment, their properties and the ways in which they react with each other. The practical aspect of the programme is an integral part of the course and has a direct bearing on the student's growing understanding of descriptive and theoretical chemistry.

Standard Level

Material covered in the core includes: the particulate nature of matter, bonding and structure,

classification of matter, what drives chemical reactions?, rates and yields of reactions, and mechanisms of chemical change.

Higher Level

In addition to the Standard Level core work, Higher Level material includes more content depth and skills complexity for each of the topics studied as part of the SL course.

ASSESSMENT at a Glance:

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade
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External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
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Paper 2	Short-answer questions and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Design Technology

https://vimeo.com/824953220

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. Designers need to have an understanding of the possibilities offered by science to realize the full potential of what they can design in terms of new technologies, products and systems.

Decision-making needs to be supported by adequate and appropriate research and investigation. Designers must think "out of the box" to develop innovative solutions, while thinking "in the box" to conform to requirements set by clients or research.

The course is structured to equip the student to learn and develop through their use of design and technological concepts. Students will research, design and manufacture a product and plan to develop it into an innovation; that is to theoretically get the product to diffuse into the marketplace.

Past experience shows that students will be able to study design technology at Standard Level and Higher Level successfully with no background in, or previous knowledge of, the subject.

Standard Level

The core material provides information about the experience of designing and the role of the designer. At the same time it provides details about materials and processes.

The students will cover the following topics in the core: Human factors and ergonomics, Resource management and sustainable production, Modelling, Final production, Innovation and design, Classic design.

Assessment (SL)
External examination
Paper 1: 30 multiple-choice questions (0.75 hours, 30%)
Paper 2: short-answer questions (1.5 hours, 30%)

Internal Assessment

Design Project: 40%

Higher Level

Higher level is an extension study of the core covered at (Standard Level), it builds upon the six topics studied by looking into an additional four topics of: User-centred design (UCD), Sustainability, Innovation and markets, Commercial production. It allows students to see how a product can be turned into an innovation, successfully diffused into the market place and what is needed for a product to be part of a commercial product family.

Assessment (HL)
External examination
Paper 1: 40 multiple-choice questions (1 hour, 20%)
Paper 2: short-answer questions (1.5 hours, 20%)
Paper 3: structured questions on the HL extension material (1.5 Hours, 20%)

Internal Assessment
Design Project: 40%

Physics

https://vimeo.com/825021398

Prerequisites

Nil

Course Structure: SL and HL

Course Description

Physics aims to develop an understanding of the concepts and principles of this experimental science. The core syllabus provides a non-calculus approach to fundamental Physics. The options lead to a deeper understanding and allow for discussion of some of the technique-orientated applications.

Standard Level

The material covered in the core includes: measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear

and particle physics and energy production.

ASSESSMENT (SL)

Internal Assessment

The internal investigation is a report on a single investigation which involves approximately 10 hours and should be in the region of between 6-12 pages in length. (20%)

External Examinations

Paper 1: Section A: 30 multiple choice questions. Section B will consist of one data-based question and several short answer questions on experimental work (1.5 hour, 36%)

Paper 2: Short answer and extended response questions on core material. (1.5 hours, 44%)

Higher Level

Core material includes the same topics as the Standard Level course but with extensions and in more detail. Extension areas include Quantum and Nuclear Physics, Wave Phenomenon, Fields and Electromagnetic Induction, Rotational Dynamics and Special Relativity.
Higher Level students are required to study one option from: Relativity, Engineering Physics, Imaging and Astrophysics. The duration of the option is 25 hours.

ASSESSMENT (HL)

Internal Assessment

The internal investigation is a report on a single investigation which involves approximately 10 hours and should be in the region of between 6-12 pages in length. (20%)

External Examinations

Paper 1: Section A: 40 multiple choice questions on core and AHL, about 15 of which are common with SL. Section B will consist of one data-based question and several short answer questions on experimental work. (2 hour, 36%)

Paper 2: Short answer and extended response questions on core and AHL material. (2.5 hours, 36%)

Sports, Exercise and Health Science

https://vimeo.com/825036418

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Sports, Exercise and Health Science can be studied as a Standard Level or Higher Level Subject.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Standard Level:

Students study six compulsory topics which are: anatomy; exercise physiology; energy systems; movement analysis; skill in sport and measurement and evaluation of human performance. Students will also study two optional topics from: optimising physiological performance; psychology of sport; physical activity and health; nutrition for sport, exercise and health.

ASSESSMENT (SL)
Internal Assessment
Individual investigations. (20%)
External Examinations
Paper 1: 30 multiple choice questions. (0.75 hours, 20%)
Paper 2: One data-based question and several short answer questions and one extended response. (1.25 hours, 35%)
Paper 3: Several short answer questions in each of the two options studied. (1 hour, 25%)

Higher Level:

In addition to the Standard Level core work, Higher Level students study seven compulsory topics which are: further anatomy; the endocrine system; fatigue; friction and drag; skill acquisition and analysis; genetics and athletic performance and exercise and immunity. Students will also study two optional topics from: optimising physiological performance; psychology of sport; physical activity and health; nutrition for sport, exercise and health.

ASSESSMENT (HL)

Internal Assessment

Individual investigations. (20%)

External Examinations

Paper 1: 40 multiple choice questions. (1 hour, 20%)

Paper 2: One data-based question and several short answer questions and two extended response. (2.25 hours, 35%)

Paper 3: Several short answer and extended-response questions in each of the two options studied. (1.25 hour, 25%)

06 Group 5: Mathematics

Analysis and Approaches

https://vimeo.com/825008674

Prerequisites

- Students wishing to study the HL course will need to have completed Year 10 Maths: Higher Level or Mathematical Methods Unit 1&2.
- Students wishing to study the SL course will need to have completed Year 10 Algebra Maths (SL) or Year 10 Maths: Higher Level.

Course Structure: SL and HL

Course Description

This course is offered at Standard Level and Higher Level and is designed for competent mathematics students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. It is best suited to students interested in mathematics, engineering, physical sciences and economics.

Standard Level

The standard level course consists of number and algebra: scientific notation, arithmetic and geometric sequences and series and their applications including financial applications, laws of logarithms and exponentials, solving exponential equations, simple proof, approximations and errors, and the binomial theorem; functions: equations of straight lines, concepts and properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratic functions, solving equations both analytically and graphically, and transformation of graphs; geometry and trigonometry: volume and surface area of 3 dimensional solids, right-angled and non-right-angled trigonometry including bearings and angles of elevation and depression, radian measure, the unit circle and

Pythagorean identity, double angle identities for sine and cosine, composite trigonometric functions, solving trigonometric equations; statistics and probability; collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation, regression, calculating probabilities, probability diagrams, the normal distribution with standardisation of variables, and the binomial distribution; calculus: informal ideas of limits and convergence, differentiation including analysing graphical behaviour of functions, finding equations of normals and tangents, optimisation, kinematics involving displacement, velocity, acceleration and total distance travelled, the chain and product and quotient rules, definite and indefinite integration.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (1.5 hours, calculator free, 40%)

Paper 2: (1.5 hours, calculator active, 40%)

Higher Level

The Higher Level course is more challenging and requires good algebraic skills. It consists of number and algebra: permutations and combinations, partial fractions, complex numbers, proof by induction, contradiction and counter-example, and solutions of systems of linear equations; functions: factor and remainder theorems, sums and products of roots of polynomials, rational functions, odd and even functions, self-inverse functions, solving function inequalities and the modulus function; geometry and trigonometry: reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, double angle identity for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines and planes, and vector algebra; statistics and probability: Bayes theorem, probability distributions, probability density functions, expectation algebra; calculus: introduction to continuity and differentiability, convergence and divergence, differentiation from first principles, limits and L'Hopital's rule, implicit differentiation, derivatives of invers and reciprocal trigonometric functions, integration by substitution and parts, volumes of revolution, solution of first order differential equations using Euler's method, by separating variables and using the integrating factor, Maclaurin series, in addition

to all of the content in the standard level course and is intended to meet the needs of students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)
This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (2 hours, calculator free, 30%)
Paper 2: (2 hours, calculator active, 30%)
Paper 3: (1 hour, calculator active, 20%)

Applications and Interpretation

https://vimeo.com/825013484

Prerequisites

- Students wishing to study the HL course will need to have completed Year 10 Maths: Higher Level or Mathematical Methods Unit 1&2.
- Students wishing to study the SL course will need to have completed Year 10 Algebra Maths (SL) or Year 10 Maths: Higher Level.

Course Structure: SL and HL

Course Description

This course is offered at Standard Level and Higher Level and is designed for competent mathematics students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and statistics and enjoy the more practical side of mathematics. It is best suited to students interested in social sciences, natural sciences, medicine, statistics, business, psychology and design.

Standard Level

The standard level course consists of number and algebra: scientific notation, arithmetic and

geometric sequences and series and their applications in finance including loan repayments, simple treatment of logarithms and exponentials, simple proof, approximations and errors; functions: creating, fitting and using models with linear, exponential, natural logarithm, cubic and simple trigonometric functions; geometry and trigonometry: volume and surface area of 3 dimensional solids, right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3 dimensional solids, establishing optimum positions and paths using Voronoi diagrams; statistics and probability; collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation using Pearson's product-moment and Spearman's rank correlation coefficients, regression, calculating probabilities, probability diagrams, the normal distribution Chi-squared test or independence and goodness of fit; calculus: differentiation including analysing graphical behaviour of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (1.5 hours, calculator active, 40%)

Paper 2: (1.5 hours, calculator active, 40%)

Higher Level

The Higher Level course is more challenging and requires good algebraic skills. It consists of number and algebra: laws of logarithms, complex numbers and their practical applications, matrices and their applications for solving systems of equations, for geometric transformations and their applications to probability; functions: use of log-log graphs, graph transformations, creating, fitting and using models with further trigonometric, logarithmic rational, logistic and piecewise functions; geometry and trigonometry: vector concepts and their applications in kinematics applications of adjacency matrices, and tree and cycle algorithms; statistics and probability: binomial and Poisson distributions, designing data collection methods, tests for reliability and validity, hypothesis testing and confidence intervals; calculus: kinematics and practical problems involving rates of change, volumes of revolution, setting up and solving models involving differential equations using numerical and

analytic methods, slope fields, coupled and second-order differential equations in context, in addition to all of the content in the standard level course and is intended to meet the needs of students whose interest in mathematics is more practical than theoretical but seek more challenging content.

ASSESSMENT

Internal Assessment

An individual exploration. (20%)

This is a piece of written work that involves investigating an area of mathematics that holds particular interest to the student.

External Examinations

Paper 1: (2 hours, calculator active, 30%)

Paper 2: (2 hours, calculator active, 30%)

Paper 3: (1 hour, calculator active, 20%)

07 Group 6: The Arts

Music

https://vimeo.com/825016910

Prerequisites: Year 10 Music or Music Technology highly recommended

Course Structure: SL and HL

Course Description

IB Music is a folio-based course (there is no final written examination), which aims to develop emerging musicians across three core folios for Standard Level and an additional fourth folio for Higher Level students. Students will assume three different roles (Researcher, Creator and Performer) across three different contexts (Personal, Local and Global). Integrated Musical Processes include exploring, experimenting, and presenting music.

Prerequisites

- Minimum of Grade 1 Theory or equivalent
- Performance levels are not set - you come in as the performer you are
- Passionate & hard working
- Students MUST be enrolled in private music lessons on their instrument of choice
- Enthusiasm and a good work ethic

Three portfolios for SL and an additional portfolio for HL

Exploring Music in Context
Students will explore music of many different genres and experiment and create using ideas from the music studied. This folio will comprise of a 2400 word written submission and practical exercises in creating and performing.

Presenting Music
Students prepare a practical folio in solo and/or group while studying the compositional and

contextual elements of the pieces chosen. This folio will comprise of programme notes - 600 words, composition and or improvisation, and a performance folio of 12 minutes.

Experimenting with Music
Students will explore and experiment with music from different contexts and cultures. This folio will comprise of a written experimentation report of 1500 words and practical music evidence, comprising of performance and composition.

Contemporary Music folio (HL students only)

High level students will undergo a fourth portfolio entitled 'The Contemporary Music Maker'. In this portfolio, students need to run and manage a chosen 'real life' project that is music

related. A 15 minute multimedia presentation is required to document and present this project for assessment. A project could be a concert at school, a competition, campaign, collaboration with others… the choice is yours.

Areas of Inquiry

Music is studied using four Areas of Inquiry:
1. Music for sociocultural and political expression
2. Music for listening and performances
3. Music for dramatic impact
4. Music technology in the electronic and digital age

Context

Music is studied in three contexts:
1. Personal
2. Local
3. Global

Integrated Musical Processes include:
4. Exploring
5. Experimenting
6. Presenting

ASSESSMENT Standard Level
1. Exploring Music in Context: 30% (external assessment)
2. Presenting Music: 40% (external assessment)
3. Experimenting with Music: 30% (internal assessment)

ASSESSMENT Higher Level
1. Exploring Music in Context: 20% (external assessment)
2. Presenting Music: 30% (external assessment)
3. Experimenting with Music: 20% (internal assessment)
4. The Contemporary Music Maker: 30% (internal assessment)

Theatre Arts

https://vimeo.com/825052558

Prerequisites

Nil.

Course Structure: SL and HL

Course Description

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

ASSESSMENT:

External Assessment SL HL

Task 1: Solo theatre piece (HL only)

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience.

Each student submits the following.

1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited.

2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).

Standard Level N/A

Higher Level 35%

Task 2: Collaborative project (SL and HL)

Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.

1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.

2. A video recording of the final piece (7-10 minutes maximum).

Standard Level 40%

Higher Level 25%

Task 3: Research presentation (SL and HL)

Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.

1. A video recording of the student's research presentation (15 minutes maximum).

2. A list of all sources cited and any additional resources used by the student during the presentation.

Standard Level 30%

Higher Level 20%

Internal Assessment SL HL

Task 4: Production Proposal (SL and HL)

Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.

A production proposal (a maximum of 12 pages of written text and images, with written text

not exceeding 4,000 words) plus a list of all sources used.

Standard Level 30%

Higher Level 20%

Visual Arts

https://vimeo.com/825057713

Prerequisites

Taking any of the 10 Visual Arts subjects is highly advisable

Course Structure: SL and HL

Course Description

The Visual Arts course at SL and HL aims to enable students to create artwork that is influenced by personal and cultural contexts; to become informed and critical observers and makers of visual culture and media; and to develop skills, techniques and processes in order to communicate concepts and ideas.

The course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Students are expected to: examine and compare the work of artists from different times, places and cultures, using a range of critical methodologies; consider in more depth the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others; submit carefully selected materials which evidence their experimentation, exploration, manipulation and and refinement of a variety of visual arts activities during the two year course; and lastly, present a selection of resolved artworks from their exhibition. The selected pieces are chosen to show evidence of their technical

accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

The Visual Arts core syllabus at SL and HL consists of three equal interrelated areas: Comparative Study; Process portfolio; Exhibition. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Standard Level

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making mediums/techniques, each selected from one of the following forms: Two-dimensional forms (drawing, painting, printing, communication design); Three-dimensional forms (sculpture, designed objects, site specific/ephemeral, textiles); and Lens based, electronic and screen-based forms.

SL ASSESSMENT
Internal assessment:

- **Exhibition (40%):** presentation of a selection of resolved artworks (4–7 pieces), with exhibition text for each and a curatorial rationale (400 words maximum)

External assessment:

- **Comparative Study (20%):** comparison of at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens (demonstrating the exploration of perspectives, theories and cultures that inform and influence visual arts practice)
- **Process portfolio (40%):** presentation of 9–18 screens from the folio demonstrating the exploration and acquisition of skills, techniques and processes, through engagement with a variety of media and methods. The submitted work should be in at least two different art-making forms.

Higher Level

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. HL students should, as a minimum, experience working with at least three art-making mediums/techniques, selected from a minimum of two of the following forms: Two-dimensional forms (drawing, painting, printing, communication

design); Three-dimensional forms (sculpture, designed objects, site specific/ephemeral, textiles); and Lens based, electronic and screen-based forms.

HL ASSESSMENT

Internal assessment:

- **Exhibition (40%):** presentation of a selection of resolved artworks (8–11 pieces), with exhibition text for each, and a curatorial rationale (700 words maximum)

External assessment:

- **Comparative Study (20%):** comparison of at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens (demonstrating the exploration of perspectives, theories and cultures that inform and influence visual arts practice) and a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).
- **Process portfolio (40%):** presentation of 13–25 screens from the portfolio demonstrating the exploration and acquisition of skills, techniques and processes, through engagement with a variety of media and methods. The submitted work should be in at least three different art-making forms.

POSSIBLE FUTURE CAREER OPPORTUNTIES:

• Artist • Architect • Art Theorist/Critic • Concept Designer • Curator • Conservator • Fashion Designer • Graphic Designer • Animator • Industrial/Product Designer • Interior Designer • Landscape Architect • Multimedia Designer • Set/Stage Designer • Art Therapist • Art Teacher • Commercial Artist e.g. Photographer, Illustrator or Concept Artist, as well as a range of careers which require problem solving and creative abilities.

YEAR 11 : Finished Works examples

https://vimeo.com/834286754/

YEAR 12 : Finished Works examples

https://vimeo.com/836057047

08 Core (compulsory) Studies

Extended Essay

Prerequisites

Nil.

Course Description

The Nature of the Extended Essay

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (usually a teacher in the School). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor. The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. The Extended Essay which is compulsory for all Diploma Programme students is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.

The Choice of Topic

The topic of the Extended Essay is the particular area of study within the chosen subject. In choosing a subject, an essential consideration is the personal interest of the candidate. Before a final decision is made about the choice of topic the relevant subject guidelines should be carefully considered. Candidates should aim to choose a topic which is both interesting and

challenging to them. The topic chosen should be limited in scope and sufficiently narrow to allow candidates to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject. A broad topic is unlikely to result in a successful Extended Essay. A topic which requires no personal research and/or requires an essentially narrative or descriptive approach is not suitable for an Extended Essay. Similarly, although a reliance on secondary sources is sometimes necessary, an Extended Essay which only provides a summary of such sources will not be successful. Writing a precis of a well-documented topic is unlikely to result in a successful Extended Essay.

The IB Learner Profile

The learning involved in researching and writing the Extended Essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good Extended Essay.

Relationship To Theory Of Knowledge

Whichever subject is chosen, the Extended Essay shares with the Theory of Knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes.

The Research Question

When an appropriate topic has been chosen, candidates should narrow the focus of the investigation and formulate a specific research question. For many Extended Essays this will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are acceptable. By frequently referring to this research question, candidates should be able to maintain the purpose and orientation of the investigation. Candidates are encouraged to formulate a challenging research question but to ensure that it can be explored within the constraints of essay length, time and resources available to them.

The Supervisor

The candidate will be assigned a supervisor from the appropriate department. The supervisor has four principal responsibilities: to encourage and support the candidate throughout the

research and writing of the Extended Essay; to provide the candidate with advice and guidance in the skills of undertaking research; to ensure that the Extended Essay is the candidate's own work, to complete the Supervisor's report. The amount of time spent by the supervisor with each candidate will vary depending on the circumstances, but will usually be between three and five hours in total.

ASSESSMENT

All Extended Essays are externally assessed by examiners appointed by the IB. This maximum score is made up of the total criterion levels available for each essay. The total score obtained on the scale 0 to 36 is used to determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for Theory of Knowledge, determines the number of Diploma points awarded for these two requirements.

The IB band descriptors are:
A Work of an excellent standard
B Work of a good standard
C Work of a satisfactory standard
D Work of a mediocre standard
E Work of an elementary standard.

Award of Diploma points

The Extended Essay contributes to the overall Diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and Theory of Knowledge. Both the Extended Essay and Theory of Knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the Extended Essay and Theory of Knowledge will fall into one of the five bands described previously. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the Extended Essay and Theory of Knowledge according to the matrix.

Creativity, Action, Service (CAS)

Prerequisites

Nil

Course Description

CAS is a fundamental part of all Diploma students' programmes. Students are expected to complete a minimum of 9 experiences, 3 in each category each running for at least one month. Evidence and reflections will be recorded for each experience.

Creativity is interpreted as imaginatively as possible to cover a wide range of practices. Learning new activities and skills, to include creativity by the individual student.

Action can include participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service.

Service is community or social service. It can be service to individual people, to communities of people or to the local or wider environment.

The programme is designed to provide a challenge to each student in each of the three areas of creativity, action and service; to provide opportunities for service; to complement the academic disciplines of the curriculum and to provide a balance to the demands of scholarship placed upon the student; to challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility; to encourage the development of the student's individual skills and interests.

ASSESSMENT
A written, critical self-evaluation of personal performance is required from students for each activity. The self-evaluation or 'reflection' process encourages the development of critical thinking skills and enhances students' awareness of their own strengths and weaknesses.

Students consider in their evaluations the extent to which they have developed personally as a result of the CAS experience; the understanding, skills and values acquired through the experience; and how others may have benefited from the activity.

Self-evaluations are reflective rather than descriptive, narrative reports.

The School is required to record and evaluate all CAS work. These records focus on attendance, punctuality and time spent on the activity; evidence of initiative, planning and organisation; the amount of effort and commitment displayed; and a student's personal achievement and development, taking into account skills and attitudes at the start of the

activity.

Students are required to demonstrate a number of Learning Outcomes. As part of this CAS programme students should have:
- Increased their awareness of their own strengths and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Showed perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

Theory of Knowledge (TOK)

Prerequisites

Nil.

Course Description

It is commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signalled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by "renaissance man". Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialised, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it is impossible for us to know or predict. The TOK course encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content involves questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

The purpose of the TOK programme is to help students critically reflect on their knowledge and experience. This reflection requires a consideration of the various ways we interpret the

world in culturally diverse settings. TOK is not philosophy instead it requires students to become aware of personal and ideological biases to their knowledge and to consider what responsibilities knowledge may place on the knower. The course aims to develop a concern for rigour in formulating knowledge claims, intellectual honesty and links to all subject groups in the IB Programme.

The programme considers real-life knowledge issues as they often arise in part from questions about what we know; however, it is not a series of debates about such issues. By engaging in an inter-cultural analysis of the concepts, arguments and value judgements that we use, the programme leads students to an understanding of the bases of knowledge and experience, to a recognition of subjective and ideological influences and to the development of ways of thinking based on the critical examination of evidence and rational arguments.

The course moves backwards and forwards through these three perspectives and touches on topics such as:
- Ways of Knowing: sense perception, language, emotion, intuition, reasoning, memory, faith and imagination
- Map like and story-like knowledge
- Local and global knowledge
- Constrained creativity
- Paradigm shifts
- Areas of Knowledge: Mathematics, Human Sciences, History, the Arts, Ethics, Natural Sciences, Indigenous Knowledge Systems, Religious Knowledge Systems.

ASSESSMENT
External assessment Part 1:
Essay on a prescribed title (maximum of 1600 words) (67%)
Each student must submit for external assessment an essay on any one of the 6 titles prescribed by the IB for each examination session.
Internal assessment Part 2:
The presentation (33%)
Students must make one or more individual and/or small group presentations to the class during the course. The maximum group size is three.

TOK and the Extended Essay
The performance of a student in both Diploma Programme requirements, Theory of Knowledge and the Extended Essay is determined according to the quality of the work, based

on the application of the IB Diploma Programme assessment criteria and A – E grades are given.

The IB band descriptors are:
A Work of an excellent standard
B Work of a good standard
C Work of a satisfactory standard
D Work of a mediocre standard
E Work of an elementary standard

Using the two performance levels and the Diploma points matrix, a maximum of three Diploma points can be awarded for a student's combined performance as shown in the Matrix. A student who, for example, writes a satisfactory Extended Essay and whose performance in Theory of Knowledge is judged to be good will be awarded 1 point, while a student who writes a mediocre Extended Essay and whose performance in Theory of Knowledge is judged to be excellent will be awarded 2 points. A student who fails to submit a TOK essay, or who fails to make a presentation, will be awarded N for TOK, will score no points, and will not be awarded a Diploma. Performance in either Theory of Knowledge and the Extended Essay of an elementary standard is a failing condition for the award of the Diploma.

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CURRICULUM GUIDE 2024

VCE VOCATIONAL MAJOR

Last updated August 25, 2023

01 About the VCE Vocational Major

The VCE VM programme will assist students in developing personal and practical life skills and help to prepare students for apprenticeships or traineeships, TAFE study, employment, or alternative entry university study.

To complete the VCE VM, a student must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE Mathematics units (Foundations Mathematics or General Mathematics)
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours).

In addition to Literacy/English, students must complete three other unit 3-4 sequences. This means three other full-year studies at Year 12 level inclusive of VET Certificate III and VCE VM Work Related Skills Units 3 and 4.

GGS currently provides VET Certificate III subjects in Sport and Recreation, Music Industry (Performance) and Music Industry (Sound Production). In 2024, GGS will offer VCE/VET Furnishing Certificate II.

VCE-VM students will have the opportunity to apply knowledge and skills in practical settings such as workplaces. They will undertake community-based activities and projects that involve working in a team. They can also receive credit for on-the-job learning.

Most students will finish their VCE Vocational Major over 2 years.

Upon completing the course, a student will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.

Further information about the VCE VM can be found at:

https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx

02 Academic Support

VCE-VM students with identified learning need are often well suited to the VM program which recognises and celebrates
multiple ways of learning and of demonstrating knowledge. They are supported by their subject teachers often in small class sizes where they can receive more one-to-one time, their house team, and support staff when required.

Support is provided to VCE - VM students in three ways:

1. Classroom Supports such as assistive technologies and differentiated learning outcomes and teaching strategies.
2. Wrap Around Supports such as small group tutorials, study skills or executive functioning coaching.
3. Academic Support Program which is an intensive level of support for students whose difficulties significantly impact
   their learning despite other supports being in place.

03 Related subjects

VCE VM Literacy

Units 1-4

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills develop ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts, focused on participating in the workplace and community. They are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace. The applied learning approach is intended to meet the needs of students with a wide range of abilities and aspirations.

Topics covered

Unit 1:

- Literacy for personal use
- Understanding and creating digital texts

Unit 2:

- Understanding issues and voices
- Responding to opinions

Unit 3:

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts

Unit 4:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

What you need to be successful

- Motivation to engage in learning
- Ability to take ownership and express agency in your own learning
- Ability to make connections across different subject matter

This subject is appropriate if you

- Are enrolled in the VCE (Vocational Major) pathway
- Are not studying another VCE English group Units 1-4 sequence
- Wish to gain literacy and workplace communication skills

Skills you will develop:

- Everyday literacy skills
- Ability to meet the demands of the workplace, the community and further study
- Skills in discussion, exploration and analysis of texts
- Consideration of First Nations peoples' knowledge and voices
- Ability to present ideas in a thoughtful and reasoned manner

Possible future pathways:

- Apprenticeships
- Traineeships
- Further education and training
- University (through alternative entry programs)
- Employment

VM Personal Development Skills

Overview:

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and

achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Topics Covered:

Unit 1 - Healthy Individuals: focuses on the development of personal identity and individual pathways to optimal health and wellbeing.

Unit 2 - Connecting with Community: focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal.

Unit 3 - Leadership and Teamwork: considers the role of interpersonal skills and social awareness in different settings and contexts.

Unit 4: Community Project: focuses on student participation in an extended project relating to a community issue.

What you need to be successful:

- Commitment to the program
– Practical skills
– Motivation to study
– Ability to work in a team
– A clear goal

VM Work Related Skills

Overview:

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and

education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Topics Covered:

UNIT 1 - Careers and Learning for the Future: recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making.
UNIT 2 - Workplace Skills and Capabilities: Focuses on personal goals relating to future education and employment. Students will recognise and develop individual skills and capabilities that are valued in a chosen pathway.
UNIT 3 - Industrial Relations, Workplace Environment and Practice: Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.
UNIT 4 - Portfolio Preparation and Presentation: students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio.

What you need to be successful:

– Commitment to the program
– Practical skills
– Motivation to study
– Ability to work in a team
– A clear goal

Foundation Mathematics

https://vimeo.com/825334576

Prerequisites: Year 10 Standard Level Maths

Course Description

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Unit 1: Semester 1

Unit 1 involves the study of algebra, number and structure, including fractions, decimals, percentages, rates and approximations; data analysis, probability and statistics, including collection and representation of data, construction of charts, tables and graphs, and interpretation of data; financial and consumer mathematics, including, personal financial services and information, income calculations and taxation; space and measurement, including standard metric units, reading and interpretation of scales, estimation and approximation strategies, and time and duration conventions, schedules and timetables.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT
1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

Unit 2: Semester

Unit 2 involves the study of algebra, number and structure, including construction, use and interpretation of formulas, manipulation of symbolic expressions, and estimation, approximation and reasonableness of calculations and results; data analysis, probability and statistics, including measure of central tendency and simple measure of spread, and interpretation, summary and comparison of related data sets; financial and consumer

mathematics, including products and services, managing money and financial and economic data trends over time; space and measurement, including simple and composite shapes, two-dimensional plans, location, maps, routes and itineraries.

On completion of this unit students should be able to: use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts; apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT
1. Coursework: 60% (inclusive of a mathematical investigation)
2. Examination: 40%

General Mathematics

https://vimeo.com/825664686

Prerequisites

Units 1 & 2 – Year 10 Standard Level Maths

Units 3 & 4 – Unit 1 & 2 General Mathematics or for accelerating students, Year 10 Algebra at least a B average.

Course Description

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

Unit 1: Semester 1

Unit 1 involves the study of investigating and comparing data distributions, including types of data, displaying data, summarising data, five number summary and calculation of outliers,

back-to-back stem plots and parallel box plots; arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics, including percentage increase and decrease, inflation and comparison of purchase options; linear functions, graphs, equations and models, including interpreting and graphing linear functions, solving simultaneous equations and piecewise functions; matrices, including use of matrices to store and display information, matrices arithmetic, inverse matrices and transition matrices.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a mathematical investigation)
2. Examination 1: 30%
3. Examination 2: 30%

Unit 2: Semester 2

Unit 2 involves the study of investigating relationships between two numerical variables, including response and explanatory variables, scatterplots, informal interpretation of association and strength, fitting a line of best fit and interpretation of the line of best fit; graphs and networks, including notations, conventions, and representations of graphs, planar, connected and weighted graphs, and trees and minimum spanning trees; variation, including numerical, graphical and algebraic approaches, transformation of data to linearity, and modelling of non-linear data; space, measurement and applications of trigonometry, including units of measure, exact and approximate answers, similar shapes and objects, perimeter, area, volume and surface area, trigonometric ratios and Pythagoras' Theorem, and the sine and cosine rules.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring

investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Coursework: 40% (inclusive of a Mathematical Investigation)
2. Examination 1: 30%
3. Examination 2: 30%

General Mathematics - Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3: Semester 1

Unit 3 involves the study of data analysis, including data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction; and recursion and financial modelling, including the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Unit 4: Semester 2

Unit 4 involves the study of matrices, including the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix

recurrence relations to model a range of situations and solve related problems; and networks and decision mathematics, including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

On completion of this unit students should be able to: define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics; and apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

1. Unit 3 School-assessed Coursework: 24% (an application task and a problem-solving task)
2. Unit 4 School-assessed Coursework: 16% (two problem-solving tasks)
3. Units 3 and 4 Examination 1: 30%
4. Units 3 and 4 Examination 2: 30%

VCE/VET – Certificate III in Music (Performance) CUA30920

https://vimeo.com/825768314

Prerequisites

Year 10 Music or Music Technology highly recommended

Course Description

VCE/VET Music Industry is an exciting new inclusion into the academic programme at Geelong Grammar School and will offer students a whole range of practical skills related to the Music Industry. Students will be able to undertake competency-based training and assessment, while receiving a study score that contributes to their ATAR.

CUA30920 Certificate III in Music (Performance) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the

aim to perform and compose music.

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students will gain competencies that will enhance their employment opportunities within the music industry and a recognised qualification that will assist them in making a more informed choice when considering vocational/career pathways.

Units of Competence for Performance

Core Units (Year 11 only)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

- CUAMPF213 Perform Simple Repertoire In Ensembles
- CUAMCP311 Create simple musical compositions
- CUAMPF314 Make Music Demos
- CUAMCP211 Incorporate technology into music making
- CUAMCP312 Write song lyrics
- CUASOU212 Perform basic sound editing

Elective Units (Year 12 only)

- CUAMPF312 Prepare for musical performances
- CUAMPF315 Develop and perform musical improvisation
- CUAMPF311 Develop technical skills for musical performances
- CUAMPF412 Develop and apply stagecraft skills

And choose one from the following:

- CUAMPF414 Perform music as part of a group (for bands)
- CUAMPF416 Perform music as a soloist (for soloists)

Competency Based Assessment
Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.
In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Courswork tasks (SACs) and one external examination.

CONTRIBUTION TO VCE/VCAL

VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

PATHWAY OPTIONS
• CUA40915 Certificate IV in Music Industry
• CUA50815 Diploma of Music Industry
• CUA60515 Advanced Diploma of Music Industry

POSSIBLE FUTURE CAREER OPPORTUNTIES:
• Sound Engineer • Producer • Broadcaster
• Musician • Performer • Stage Manger
• Digital Audio Technician • Sound & Lighting Technician • Songwriter

VCE/VET – Certificate III in Music (Sound Production)

CUA30920

https://vimeo.com/825768388

Prerequisites

Year 10 Music or Music Technology highly recommended

Course Description

CUA30920 Certificate III in Music (Sound Production) is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for students who have an interest in music and sound production and are keen to develop skills in a range of areas such as recording, mixing and sound editing.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production. Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

Units of Competency for Sound Production

Core Units (Year 11 only)

- CUACMP311 Implement copyright arrangements
- CUAIND313 Work effectively in the music industry
- CUAIND314 Plan a career in the creative arts industry

Elective Units (Year 11 only)

Three elective units are chosen each year from the list below, in alignment with the interests of the cohort.

- CUASOU331 Undertake live audio operations
- CUASOU213 Assist with sound recordings

- CUAMCP211 Incorporate technology into music making
- CUASOU212 Perform basic sound editing
- CUALGT311 Operate basic lighting
- CUAMCP311 Create simple musical composition
- CUAMPF314 Make Music demos

Elective Units (Year 12 only)

- CUASOU306 Operate sound reinforcement systems
- CUASOU308 Install and disassemble audio equipment
- CUASOU321 Mix music in studio environments
- CUASOU317 Record and mix basic music demos
- CUASOU412 Manage audio input sources

Competency Based Assessment
Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency. It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others.
In year 11, students will be assessed as either competent or not competent for each Unit of Competency

In year 12, students will be assessed as either competent or not competent for each Unit of Competency and in addition, students work is graded via three internal Scored Assessed Courswork tasks (SACs) and one external examination.

CONTRIBUTION TO VCE/VCAL

VCE: Students who complete Certificate III in Music Industry will be eligible for up to five Units of credit towards their VCE: up to three at the Unit 1 & 2 level and a Unit 3 & 4 sequence.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work- Related Skills Strand of VCAL

ATAR: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

PATHWAY OPTIONS

- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

POSSIBLE FUTURE CAREER OPPORTUNTIES:

- Sound Engineer • Producer • Broadcaster
- Musician • Performer • Stage Manger
- Digital Audio Technician • Sound & Lighting Technician • Songwriter

VCE/VET Certificate III in Sport and Recreation

The VET/VCE Sport and Recreation Certificate III course offers students a comprehensive foundation in the exciting field of sports and recreation. This course equips students with the knowledge and practical skills needed to pursue a range of rewarding career pathways in the sports industry. Through a combination of theoretical learning and hands-on training, students gain a deep understanding of sports and recreation principles, event management, fitness training, and customer service.

Upon completion of the VET/VCE Sport and Recreation Certificate III course, students have various pathways available to them. Graduates can explore employment opportunities in sports clubs, fitness centres, leisure centres, and community organisations. They can pursue careers as sports coaches, fitness instructors, event coordinators, or recreation officers. The skills acquired during the course also provide a solid foundation for further education, with possibilities including higher-level qualifications in sports management, exercise science, or physical education.

This course not only focuses on developing technical skills but also emphasises teamwork, communication, and leadership abilities, which are highly valued in the sports industry. Students engage in practical experiences, industry placements, and real-world projects, enabling them to apply their knowledge in a professional setting. Additionally, the course encourages students to develop a passion for leading an active and healthy lifestyle while fostering an understanding of the benefits of sports and recreation in the community.

By undertaking the VET/VCE Sport and Recreation Certificate III course, students can unlock a range of exciting opportunities in the dynamic and growing field of sports and recreation. Whether pursuing immediate employment or further education, this course

provides a strong foundation for a successful and fulfilling career in the sports industry.

VCE/VET Furnishing Certificate II in Furniture

Prerequisite:

Year 11: Nil

Year 12: students must have completed **Units 1 & 2 –** VCE Product Design and Technology

Overview:

This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a range of furnishing industries. It includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

Certificate II in Furniture Making Pathways, including:

- five core units of competency
- seven elective units of competency
- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Make simple timber joints
- Join furnishing materials
- Apply domestic surface coatings
- Prepare surfaces
- Organise and communicate information
- Improve practical manufacturing skills.

What skills will you develop?

- Practical woodworking skills
- Material preparation
- Joinery
- Sustainable practices
- How to plan projects
- How to work safely and accurately

Possible future pathways:

- Furniture maker
- Cabinet maker
- Kitchen installer
- Bathroom installer
- Flooring installer
- Furniture finisher