STRONG FOUNDATIONS – AMAZING FUTURES

PLC GUIDE TO COURSES 2021

Years 11 and 12

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Presbyterian Ladies' College

MELBOURNE

PLC GUIDE TO COURSES 2021

Years 11 and 12

Victorian Certificate of Education

International Baccalaureate

Our Mission

Presbyterian Ladies' College aims to provide strength, breadth, balance and quality of education as a leading Christian independent girls' school in its Australian and international Contexts.

Our Motto

'Lex dei vitae lampas'
(The Law of God is the lamp of life)

Introduction

This Guide to Courses booklet provides a summarised outline of what will be offered at Presbyterian Ladies' College in Years 11 and 12 in 2021. Information is provided about the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IB). Both courses have particular features that will suit different students. Parents and students are encouraged to read the descriptions and consider the merits of each course carefully. For current and future parents and students, full details regarding subjects can be found on our PLC Learning Management System called Wyse.

In this booklet information and guidance are also provided about the importance of careful subject choice in the senior years, possibilities for accelerating courses, opportunities to study university subjects, and matters relating to tertiary selection.

Subject Choice is made online and should be completed and submitted by the due date, **Thursday 13 August, 2020**.

The information is current as at the end of June 2020. Decisions made by the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC) after this date may require alterations to this information. Students will be notified as soon as possible if changes need to be made.

Key Dates

Tuesday 12 May	Year 11 in 2021 Information Night 1
Thursday 24 June	Year 11 in 2021 Information Night 2
Thursday 13 August	Online subject selections due
End of Term 3	Application for Units 3/4 LOTE second language studies submitted to the Director of Studies
	Evidence to support EAL status for Units 1/2 submitted to Ms Martine Thompson
	Application for Units 3/4 EAL status submitted to Ms Martine Thompson

Subject Selection - IB/VCE

General Advice

In selecting courses and subjects each student should:

- Give consideration to the course (VCE or IB), which is more likely to suit her, keeping in mind her individual learning style, the range of subjects required by each course and assessment preferences;
- Consider how much satisfaction and enjoyment she obtains from various subjects. Students are more likely to do well in the subjects they enjoy;
- Consider how well she has coped with a subject (or a related one) in the past;
- Review academic reports and seriously consider teacher advice and recommendations;
- Examine the balance of subjects to ensure a breadth of disciplines is considered;
- Make sure that subjects chosen comply with all course requirements;
- Understand subject pathways and the impact subject choice in Year 11 can potentially have on Year 12 selections;
- Be aware of studies that cannot be resumed once they have been discontinued;
- Ensure that subject choice is appropriate to allow for entry into a range of possible career areas;
- Check the entrance requirements for the prerequisites and recommended studies for selection into tertiary courses in 2022 and 2023;
- Discuss choices with her parents;
- Consult the Career Development Practitioner for further information.

NB. While every effort will be made to provide for a student's first choice of subjects, a student may be asked to make a second choice if there are too few students wishing to study a subject or there is a timetable clash.

A choice of two curriculum programs at PLC

At PLC every student has the choice of studying the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IB) during their final two years of schooling in Years 11 and 12. The choice of program for each student is based on their interests, abilities, passions and experience. A brief overview of the VCE and IB programs is as follows.

VCE

The Victorian Certificate of Education (VCE) is awarded on behalf of the State Government of Victoria to students upon successful completion of Years 11 and 12 and allows entry to tertiary institutions. Students in Year 12 are assessed using school coursework and external examinations. Outstanding students can extend their studies by undertaking a university subject within the VCE. The VCE is one of the world's most rigorous and valued higher secondary school certificates. It is accepted for tertiary entrance by renowned universities in North America, Asia and Europe.

The VCE will suit you if you:

- want to be able to choose from a greater range of subjects overall
- do not wish to be limited to choosing from set groups of subjects and/or wish to complete subjects primarily from one area (e.g. three Sciences)
- want flexibility to change subjects within the two-year program
- want more diverse assessment weighting
- wish to complete a Year 12 subject as part of your Year 11 program

IB Diploma Programme

The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB will suit you if you:

- are an all-rounder, happy to take one subject from each of a number of groups
- want a broad, conceptually integrated and challenging, internationally focused program
- recognise the value of Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE) which provide valuable tertiary level skills
- want to continue with a second language
- do well in examinations that cover content from a two-year course

For Students Entering Year 11 in 2021

- Read this summarised Guide and the full details available on Wyse carefully.
- Consider whether the VCE or IB provides the more appropriate course and future options.
- Review the information provided at the Information evenings, Head of Department and subject videos and Frequently Asked Questions documents provided in Wyse.
- Meet individually with the Career Development Practitioner during Term 3 to discuss career pathways.
- Complete subject selection for 2021 online at http://www.selectmysubjects.com.au
- If needed, seek assistance with the online selection tool from Mr Gary Lang, Director of Senior School Administration.
- Complete Subject selection online by Thursday 13 August.

Careers Information

Tertiary Selection and Careers Advice

The Career Development Practitioner guides students to empower them to explore their understanding of themselves and link this to information regarding the world of work to make informed career choices. Interviews are scheduled for all students in Years 10 and 12 at key points. Also, students can arrange additional appointments and may be referred by teachers.

The Careers Department at PLC provides accurate, relevant and up-to-date careers and course information to help students develop the awareness to appraise their interests, abilities, values and expectations realistically.

As students from PLC choose a wide variety of university courses in both Victoria and Australia as well as overseas, the Careers Department has developed extensive expertise in advising students on the varied application procedures. Students receive individual assistance on course and subject selection for Years 11 and 12.

Students participate in careers activities through the Personal Development program including the Careers Speakers' event with PLC alumni and future planning guidance sessions. Up to date information and details of relevant activities are provided weekly through Career News which is available through Wyse. All students should access tertiary Open Days and the school holiday activities available. Students are provided with assistance and guidance with interviewing and resumé writing skills through special programs offered in Years 10, 11 and 12.

To facilitate parental understanding of tertiary entrance requirements, the Career Development Practitioner speaks at parent information evenings and is available for individual enquiries from parents.

The Careers Department prides itself on the level of expertise and resources available to students during their final years at PLC and is committed to maintaining an excellent working relationship with all senior students by providing them with the most current information on university courses and possible future careers.

For Students Entering Year 12 in 2021

- Read this summarised Guide and the full details available on Wyse carefully.
- Consider whether the subjects studied in Year 11 are appropriate to continue.
- Consider other subjects in light of interest and ability.
- Ensure subjects chosen comply with course requirements and university and college prerequisites.
- Seek advice from relevant staff.
- Complete subject selection for 2021 online at http://www.selectmysubjects.com.au
- If needed, seek assistance with the online selection tool from Mr Gary Lang, Director of Senior School Administration.
- Complete Subject selection online by **Thursday 13 August**.

Tertiary Entrance

There are a large number of institutions that provide courses of tertiary study; universities, TAFE colleges and independent training colleges.

Applicants apply for most tertiary courses in Victoria through the Victorian Tertiary Admissions Centre (VTAC). Applicants for courses through VTAC can obtain all the relevant information from the VTAC website. VTAC outlines selection procedures for all courses in Victoria. These procedures include meeting prerequisite studies and possibly extra requirements that are published three years in advance of achieving an Australian Tertiary Admission Rank (ATAR). This rank is an overall measure of how well each student has performed in her VCE/IB studies and is the main basis for selection to many Australian universities and TAFE colleges.

The ATAR places students on a percentile ranking with 99.95 being the highest rank. The ATAR gives the comparative performance of each student against all applicants for a given year. The better the result, the higher the rank.

How the ATAR is calculated in the VCE

For each study, VCE students will obtain a Study Score (relative position) out of 50 based on the grades awarded for examinations, school-assessed tasks and coursework. The ATAR will take into account the study score for an approved sequence in the English group, the applicant's three other best scores and 10% of the applicant's next two best scores (English and the best other three scores are called the "best" or "**primary four**").

Important points to note

- Prerequisite studies are not required to be in the primary four when calculating the ATAR; therefore students have greater freedom in subject choice.
- No more than two LOTE or two Mathematics or two History or two English studies may be included in the primary four. Only one of English and English EAL is allowed.
- An approved university extension subject will be recognised in lieu of a fifth or sixth VCE subject with an incremental score ranging from 3 to 5, depending on results.
- To encourage the study of languages, a further adjustment is made during the scaling process. All students of a LOTE receive an adjustment, but it is not a uniform adjustment. For scores at or close to 30, the adjustment is 5, but the adjustment decreases as the score moves away from 30. This bonus on the study score is also added on to a second LOTE.
- There will be no penalty for taking VCE over more than two years. However, time taken to complete the VCE may be taken into account by some institutions. Please check with individual universities. Accumulation of a further study or studies in a later year will lead to the calculation of a new ATAR. Ranking for course selection will be based on the most current ATAR, but previous ATARs will be provided to selection authorities.

How the ATAR is calculated in the IB

IB students receive an IB Score out of 45. This is obtained from 6 subjects that are each worth a maximum score of 7 and an additional maximum of 3 points from their core components (explain in the IB section). IB students have their score out of 45 converted to an IBAS (IB Admission Score) for tertiary entry. An IBAS is deemed to be the same as an actual ATAR except that questions of prerequisites and any relevant study bonuses are decided by individual university courses. A new process is being used for 2021 onwards to enable additional conversion steps to be added in between the whole number IB scores. A conversion table showing 2020 IB results (using the Notional ATAR table which is similar to the IBAS table) is available on the IB Assessment Wyse page and the Careers Department Wyse page.

Prerequisite Subjects and Requirements

In selecting students for tertiary courses, in addition to the overall results gained in either VCE or IB, selection in a course will include checking that prerequisite subjects for particular courses and minimum entrance requirements have been met. Tertiary entrance requirements are published three years in advance to allow students to plan their last two years of schooling. Thus, in July 2020, requirements for entry into universities and TAFE institutions in 2023 are published and available on the **VTAC website** **http://www.vtac.edu.au**

For some courses, selection will be reliant upon the presentation of a folio or design task, an interview or satisfactory completion of a test. Details of all these are available through Course Search on the VTAC website.

- IB prerequisites are also published and updated regularly. These are available on university websites and publications.

Many courses have selection considerations in addition to the ATAR. After they are considered, adjustments may be made to an applicant's ATAR to produce a selection rank. Examples of adjustment factors include:

- performance in specific subjects
- relevant priority access schemes
- Special Entry Access Scheme (SEAS)

Procedures for Tertiary Selection

- Investigate thoroughly all courses in career areas of interest, including TAFE courses and courses offered interstate, in country regions and overseas if this is applicable.
- Check prerequisites including study scores for these courses and include the subjects in your Year 11 or 12 program.
- Attend University and TAFE virtual/on-campus Open Days to carry out further investigations including attending information seminars.
- Make the best use of available resources, i.e. the PLC Careers News weekly newsletter, tertiary brochures and relevant digital media.
- Apply to University and TAFE Colleges through VTAC, in Term 3 of Year 12.
- When listing preferences choose up to eight courses. There are four types of course codes and it is vital that students apply for the correct course type:
  - **Type 1:** Commonwealth Supported Place (CSP), these courses are subsidised by the Australian Government for domestic students
  - **Type 2:** Domestic Fee places offered by ITC and TAFE providers
  - **Type 3:** These are fee-paying courses for international students
  - **Type 4**: Fee Type determined by provider. This may be relevant for applicants 20 years and older.
- Meet any special course extra requirements as specified on the VTAC website e.g. folio, interview, tests.
- Complete the VCE or IB successfully and gain an ATAR.

Library Services

PLC Library Services strive to provide access to a breadth of information in an internationally focused, balanced collection in a range of formats. We nurture and support differentiated learning styles in an encouraging and collaborative environment, with the aim to empower our students to become independent lifelong learners and genuine global citizens.

Teacher-librarians work with students in:

- Research Support – Teacher-librarians are on duty to assist during classes with wide-reading choices, information literacy skills and resources to support students. Teacher-librarians create digital information pathways incorporating a wide variety of resource formats. Individual appointments can be made with teacher-librarians for research and referencing assistance.
- Information Literacy – through carefully designed curriculum-based inquiry units of work, students engage with a diversity of information, both print and digital, to develop new perspectives. They learn to read for meaning and, through creative guided enquiry, build knowledge and understanding.
- Literature – reading is the basis of school achievement and students are immersed in a wide variety of literature from current and new authors to ancient texts. They are encouraged to read for pleasure as well as study.

Access and Borrowing

Students are able to access all resources either by visiting the Library or through the 'Library Links' Library Services website. All students are required to use their ID cards to borrow resources.

The Library Committee

Students are given the opportunity to participate in the daily running of the Library and the planning and execution of Library events by becoming members of the Library Committee. The Library Committee is led by our Library Captain and students on the Committee assist before and after school, recess and lunchtime according to the duty roster.

Library Opening Hours

Monday to Thursday	8.00am – 6.00pm
Friday	8.00am – 5.00pm

Year 11 & 12 PLC Programs

Academically Highly Able Students

Years 11 and 12 students who enjoy intellectual and extended challenges may be recommended for, or continue to take part in, a variety of seminars and competitions which challenge them at a high level. Typically, the Ethics Olympiad and Philosophy Seminars are available for involvement as is competition entry through individual subject areas. Some examples are: VCAA Plain Speaking, Legacy Public Speaking, PLC Poetry Prize; Mathematics - The University of Melbourne School Mathematics Competition, Australian Mathematics Olympiad; Science - Olympiad Examinations, National Youth Science Forum, National Chemistry Quiz and Titration Stakes, to name a few. PLC maintains and develops strong relationships with tertiary institutions, notably, Melbourne, Monash and Deakin Universities which yield many opportunities for girls to be involved in a variety of different activities which are on offer throughout the year.

Faith and Life

All students in Years 11 and 12 participate in a religious education and character development program described as Faith and Life (FAL).

Year 11 Faith and Life

The Faith and Life program seeks to provide opportunities to explore connections between faith and life. Lessons introduce ethical ideologies and principles and allow students to analyse various theories and influences on moral decision-making. Students are encouraged to develop skills in articulating values, as they engage in simulated decision-making activities. Students discuss a variety of personal and wider ethical issues, and are invited to examine the relationship between faith, values and their own moral choices. Responding to contemporary social dilemmas, students are encouraged to identify human responses to community pressures, personal well-being and life. By examining the response of a few Christian figures, students are provided an opportunity to reflect on the role of faith in values, decisions and choices.

Time allocation is one period per fortnightly cycle. The demands made on students' time outside the classroom are kept to a minimum.

Year 12 Faith and Life Discussion Groups

Each Year 12 student joins a small group of students formed on the basis of timetable considerations. Students remain in the same group for the year. In an informal setting, the discussion groups provide an opportunity to explore a wide range of topics, with respectful consideration of the beliefs and values by which people live. Students are encouraged to suggest topics.

Time allocation is one period per cycle, finishing at the end of Term 3. No written work is required and there is no assessment.

House System

The six Houses - Atholl, Balmoral, Glamis, Leven, Rosslyn and Stirling - are named after Scottish castles. Participation in House activities is a long-standing tradition at the College and allows girls to develop new interests, form new friendships across year levels and to assume leadership responsibilities.

There are many House activities: Athletics, Swimming, Cross Country, House Concerts and Theatre Sports, Debating, Aerobics, Gymnastics, Mathematics, Public Speaking, Team Sports such as Water Polo, Volleyball, Soccer, Netball, Table Tennis and Chess. House activities are organised by the House Captains who have been elected by the other members of their House.

Leadership Camp – Year 11

Year 11 Leadership Camp is a compulsory part of the core curriculum, and is an extension of the Years 7 – 10 Outdoor Education program. The camp aims to combine leadership skills with a Spring outdoor experience. The two-and-a-half-day program is a balance of workshops and sessions covering aspects of leadership, collaboration and wellbeing. It is held in September and links in with the election of the Year 12 Student Leadership Team for the following year.

The specific aims of the camp are to:

- provide an opportunity for the year level to participate in a camp together, thus fostering team-building strategies and leadership skills;
- offer a Spring outdoor experience for all girls;
- provide guidance and particular skills to equip students further for their final year of school;
- focus, through specially designed activities, on skills that will help girls to carry out positions of responsibility within the school in Year 12.

Music at Senior Levels

Senior School Music students are offered a wide range of choices for student participation. Music Performance in the VCE and IB capitalises on students' performance strengths, whilst nurturing creative abilities and development of skills through academic emphasis. It also enables collaborative and supportive music-making with peers.

Tuition in a wide range of instruments, for all skill levels, is offered, and the school is well-endowed with expert visiting and permanent music staff. Students have the opportunity to participate in bands, orchestras and groups, playing an instrument or singing, and there are many wonderful performances involving our student musicians throughout the year. These range from the funky Jazz Cabaret to the glorious Gala Celebration in Hamer Hall. Students can also involve themselves in Music through school in the annual PLC-Scotch College Musical and house performance opportunities such as the beginning of year House Concerts.

Personal Development

Equipping girls to develop into confident and independent women in the 21st Century is the aim of the Personal Development Program at the senior levels. The program at Years 11 and 12 is an integral part of the curriculum and each level has a session approximately once every fortnight. Performances, visiting guest speakers and experts from within the College cover subjects that broaden the students' horizons, and motivate and enable them to reflect on their own strengths and capabilities.

Focus is on the following areas:

- developing leadership skills - understanding personal strengths and teamwork.
- service learning
- planning for the future - Careers and VTAC information sessions
- personal wellbeing - sound mental and physical health, relaxation strategies
- study skills - effective learning
- transition to tertiary study
- interview skills

Chapel, Extended Form Assemblies and Year Level Assemblies are designed to support the Personal Development program. The Year 11 Leadership Camp also ties into the program with an emphasis on leadership and teamwork activities.

Sport

The sport and physical education program at the College aims to develop personal fitness and provide opportunities for all girls to participate in a range of enjoyable physical activities. Students learn to set personal goals and to be well organised. In addition to their compulsory Physical Education classes, all students participate in inter-house sport and are encouraged to participate in inter-school sport. PLC belongs to Girls' Sport Victoria (GSV), competing in weekly and carnival sports. Special skill training is provided for all sports. There are opportunities for students to participate in carnivals, competitions, developmental programs and weekly sport matches.

Sports include:

Aerobics
Athletics
Australian Rules Football
Basketball
Badminton
Cricket
Diving
Equestrian
Golf
Hockey
Netball
Rowing
Snowsports
Soccer
Softball
Swimming
Synchronised Swimming
Tennis
Track and Field
Triathlon
Volleyball
Water Polo

Staff contacts

Key Staff

Mrs Lisa Saffin	Deputy Principal – Curriculum, Learning and Administration
Mr Peter Francis	Acting Director of Studies *(until August 21 2020)*
Ms Josephine Foxcroft	Director of Studies *(2021)*
Ms Eirwen Stevenson	International Baccalaureate Co-ordinator *(until December 2020)*
Mr Peter Francis	International Baccalaureate Co-ordinator *(2021)*
Ms Jody Smith	Victorian Certificate of Education Co-ordinator
Mrs Pauline Parker	Career Development Practitioner

Heads of Department

Mr Tim Joyce	Business Studies
Ms Felicity Russell	Latin
Mrs Patricia Shiel	English
Ms Sarah Buckman	LOTE
Ms Martine Thompson	English EAL Co-ordinator
Mr John Taylor	Mathematics
Mrs Marianne Ward	Geography
Mr Richard Squibb	Music
Ms Tania Joyce	Health and Physical Education
Mrs Sue O'Brien	Science
Mr Stephen Catton	History
Ms Cath Garrett	Theatre Studies
Mr David Renshaw	ICT
Ms Amanda Snell	Visual Arts

Victorian Certificate of Education (VCE)

Victorian Certificate of Education (VCE) Overview

VCE Studies Offered by Learning Area

Business Studies	English Studies	Health and Physical Education
Accounting Business Management § Economics Global Politics § Legal Studies	English English as an Additional Language Literature	Health and Human Development Physical Education §
Humanities	**Languages other than English (LOTE)**	**Mathematics**
Geography History – Australian § – Revolutions § – Twentieth Century #	Chinese Second Language Chinese Second Language (Advanced) French German Indonesian Second Language Japanese Second Language Latin	Further Mathematics § General Mathematics # Mathematics Methods Specialist Mathematics
Sciences	**The Arts**	
Biology Chemistry Physics Psychology	Art Music Performance § Studio Arts (Multimedia) Theatre Studies	

Note # Units 1/2 only, § Units 3/4 only

In addition, one lesson per fortnightly cycle of Faith and Life (FAL) and one lesson per fortnightly cycle of Physical Recreation will be undertaken by all students at Year 11 and Year 12.

NB. While every effort will be made to provide for a student's first choice of subjects, a student may be asked to make a second choice if there are too few students wishing to study a subject or there is a timetable clash.

VCE Subjects Offered by Year Level in 2021

Subjects Offered Year 11 Units 1/2	Subjects Offered Year 11 Units 3/4	Subjects Offered Year 12 Units 3/4
English	Biology	English
English (EAL)	Business Management	English (EAL)
Accounting	Geography	Accounting
Art	Global Politics	Art
Biology	Health and Human Development	Biology
Chemistry	History: Australian	Business Management
Economics	History: Revolutions	Chemistry
Geography	LOTE: Chinese Second Language	Economics
Health and Human Development	LOTE: Chinese Second Language Advanced	Geography
History: 20th Century: Europe - Unit 1	Legal Studies	Global Politics
History: 20th Century: Cold War - Unit 2	Mathematical Methods	Health and Human Development
LOTE: Chinese Second Language	Music Performance	History: Australian
LOTE: Chinese Second Language Advanced	Physical Education	History: Revolutions
LOTE: French	Psychology	LOTE: Chinese Second Language
LOTE: German		LOTE: Chinese Second Language Advanced
LOTE: Indonesian Second Language		LOTE: French
LOTE: Japanese Second Language		LOTE: German
LOTE: Latin		LOTE: Indonesian Second Language
Legal Studies		LOTE: Japanese Second Language
Literature		LOTE: Latin
General Mathematics		Legal Studies
Mathematical Methods		Literature
Specialist Mathematics		Mathematical Methods
Physics		Further Mathematics
Psychology		Specialist Mathematics
Studio Arts (Multimedia)		Music Performance
Theatre Studies		Physical Education
		Physics
		Psychology
		Studio Arts (Multimedia)
		Theatre Studies

Award of the VCE

To quality for the award of the VCE a student must satisfactorily complete a total of no fewer than 16 Units including:

- **three Units of an approved combination of English studies (including one Units 3/4 sequence)**
- three sequences of Units 3/4 other than the compulsory English.

Course Planning

Students study six Unit 1/2 studies in Year 11 and five Units 3/4 studies in Year 12. Some students may be eligible to undertake one Unit 3/4 sequence as part of their Year 11 program and may be eligible to include a university extension subject in their Year 12 program.

There is an opportunity for students taking Units 1/2 to change a study in the first four weeks of Semester 1 and in the first three weeks of Semester 2. Students taking Units 3/4 studies may change a study in the first two weeks of Semester 1 only. Students should consider the possible implications of their choice of subjects on their ATAR, and any tertiary course prerequisites.

All subjects in a student's VCE course must be approved by the Director of Studies. This includes the study of a subject outside the school. Indication of the intention to study a subject externally will not be accepted after the close of online subject selections on **13 August 2020**. The study of a subject externally which is offered at PLC will not be approved.

VCE Units 3/4 in Year 11

Some students may wish to undertake one Units 3/4 study in Year 11; however, this does require careful consideration. Students should consider the overall demands on them from both academic subjects and co-curricular activities. It is also important that undertaking a Units 3/4 subject in Year 11 should not impact negatively on other Year 11 studies where essential skills are being developed for the more complex tasks required in Units 3/4. Only some subjects are made available for students to undertake as Units 3/4 in Year 11 without having undertaken Units 1/2. Refer to the table of subjects offered for details.

Students will have the option to select a Units 3/4 subject during the completion of their online subject selections, which are due on 13 August 2020. Students should only select a Units 3/4 subject if they are likely to meet the below criteria.

Permission to include a Units 3/4 subject in Year 11 is not automatic; the following criteria will be considered:

- a level of achievement of A or the levels Excellent or Outstanding in all core subjects. Students studying EAL should discuss their choices with the EAL staff;
- demonstrated strengths in the subject area of the proposed VCE Units 3/4 (especially if a Year 10 elective);
- motivation and sound organisational skills in the broader school program;
- approval from the Director of Studies;
- availability of a place (Year 12 students will have first preference);
- passion for study in the particular chosen discipline

At PLC some Year 10 students may already be studying a VCE Units 1/2 subject. These students are eligible to continue these studies at the Units 3/4 level in Year 11; however, they must also satisfy the criteria for selection as outlined above.

The Director of Studies will review all Unit 3/4 selections made by Year 11 students and make a decision in consultation with the relevant staff. Students will be notified if their subject selection is not recommended for approval.

Assessment for VCE Studies

Assessment of VCE studies is by:

- Outcomes in Units 1 to 4
- School-Assessed Coursework (SAC) or School-Assessed Tasks (SAT)
- External examinations in Units 3 and 4

Satisfactory Completion of Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on teacher assessment of the student's performance on a range of school assessment tasks designated for that unit.

Assessment of Units 3 and 4

Each study has internal and external assessment for the VCAA. Assessments will be reported as grades (A+ to E) for each study. Internally, students will also be assessed by school-assessed coursework (SAC) or school-assessed tasks (SAT). SAC and SAT are made up of a number of assessment tasks that are specified in the study design. All studies have an external examination component.

Study Scores for all VCE studies

In addition to the individual assessment grades, a student will receive a score on a scale of 0 - 50 for each Units 3/4 study. The score is based on the assessment scores and indicates a student's performance in one study **relative** to the performance of all students in that study across the state. This Study Score is used by VTAC when compiling a student's Australian Tertiary Admission Rank (ATAR).

Higher Education Studies (University Extension)

Victorian universities have established programs to allow academically gifted VCE students the opportunity to undertake a tertiary level subject as part of their Year 12 course. A pass in a university level subject will be the equivalent of a sixth VCE Units 3/4 study and students may gain credit in that subject towards university courses. Students who successfully complete a university study will have the title of the study and the university reported on their VCE statement of results. The study will not contribute to satisfactory completion of the VCE.

In 2021, PLC will offer Mathematics at the College and information about this subject and other subjects offered by these universities and where they can be studied, is available from the Director of Studies early in Term 4.

The College has responsibility for recommending students for these programs and apply strict guidelines for selection. Students are not permitted to enrol in Higher Education courses which require attendance during the regular school day. As such, students may, necessarily, need to consider whether they will be suited to online course delivery. If a student applies and is accepted into a course which impedes their attendance at PLC during normal school hours, the school will withdraw its approval for the application.

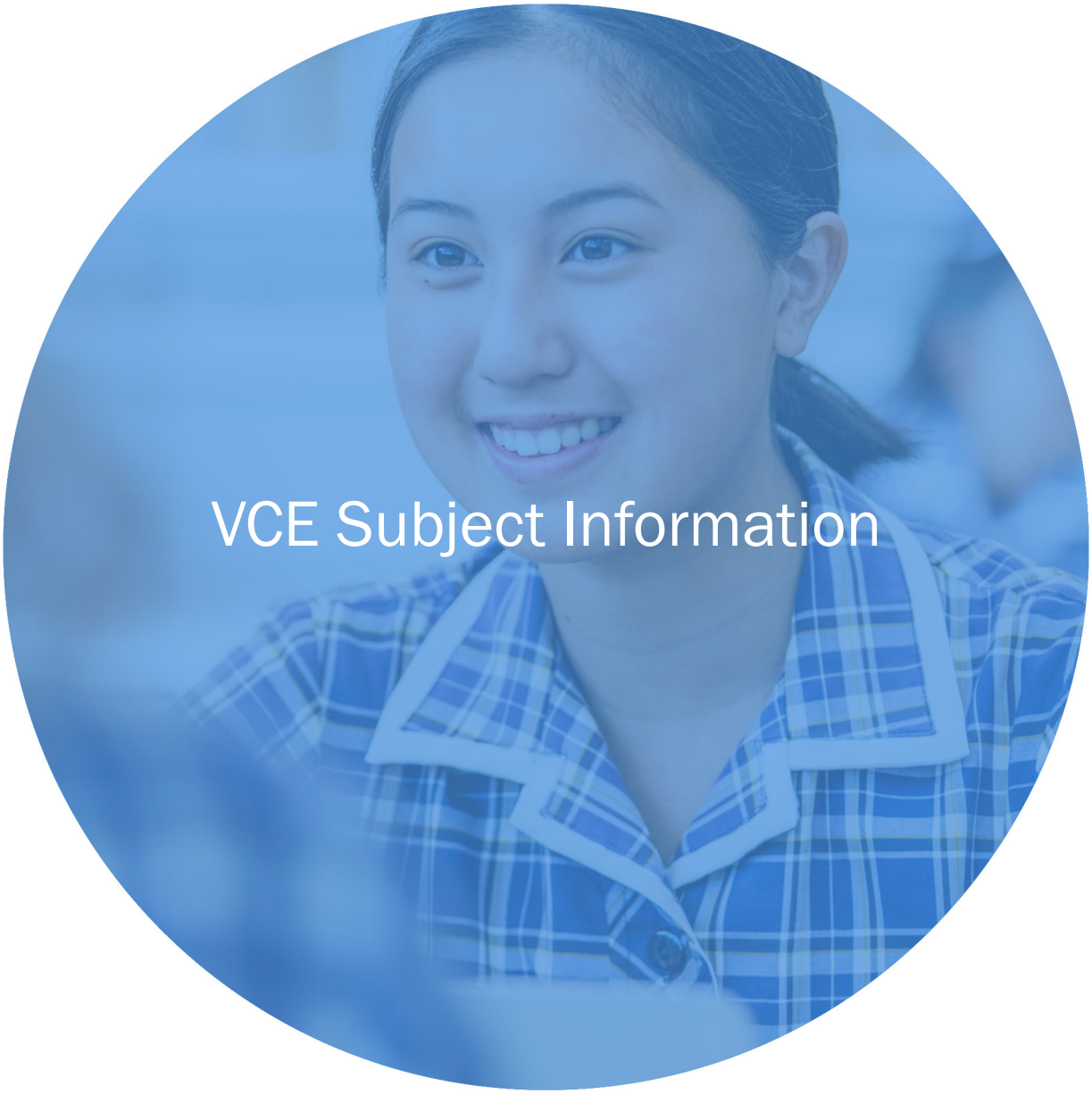
Students will have the option to select a Higher Education Study during the completion of their online subject selections, which are due on 13 August 2020. Students should only select a Units 3/4 subject if they are likely to meet the below criteria.

PLC Criteria for Approval for Extension Studies

The criteria used when considering a student as a suitable university extension candidate are:

- an outstanding level of achievement in the prerequisite study;
- excellent or outstanding levels of achievement for all subjects to be studied in Year 12 on the Year 11 Semester 1 report;
- recommendation by the class teacher of the subject selected for extension.

Each application will be considered on an individual basis by the relevant staff. Additional information is sought from other teachers and senior staff if a student meets only the first two criteria. Aspects such as general approach to studies, attendance, combination of studies, impact of travel dependent on the location of the extension centre, ability to cope with a large workload and other school commitments are considered. Only one university extension study score can contribute to the ATAR.



VCE Subject Information

VCE

Accounting

– Units 1 and 2

Prerequisites: none

Unit 1 **Role of Accounting in Business**

Areas of Study

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

Unit 2 **Accounting and decision-making for a trading business**

Areas of Study

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

Assessment

Assessment for each unit will comprise tasks selected from the following:

- folio of exercises (manual and ICT-based)
- tests and examinations
- assignment
- case study
- classroom presentation (oral and multimedia)
- report (written, oral and multimedia)

– Units 3 and 4

Prerequisites: Accounting Unit 2 strongly recommended.

Unit 3 **Financial accounting for a trading business**

Areas of Study

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

Unit 4 **Recording, reporting, budgeting and decision-making**

Areas of Study

- Extension of recording and reporting
- Budgeting and decision-making

Assessment

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

VCE

Art

– Units 1 and 2

Prerequisites: there are no prerequisites for Units 1 and/or 2 although an Art elective in Year 10 will provide a strong background.

Unit 1 **Artworks, experience and meaning**

Areas of Study

- Artworks and meaning
- Art making and meaning

Unit 2 **Artworks and contemporary culture**

Areas of Study

- Contemporary artworks and culture
- Art making and contemporary culture

Assessment

Assessment for each unit will comprise tasks selected from the following:

- an extended written response
- short answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies
- an oral presentation
- a range of visual responses and documented evidence of the art process using visual language and Analytical Frameworks
- at least one finished artwork

– Units 3 and 4

Prerequisites: Units 1 and 2 are recommended but exceptions will be considered.

Unit 3 **Artworks, ideas and values**

Areas of Study

- Interpreting art
- Investigation and interpretation through art making

Unit 4 **Artworks, ideas and viewpoints**

Areas of Study

- Discussing art
- Realisation and resolution

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	10%
Unit 4 School-assessed Coursework	10%
School-assessed Task	50%
End-of-year examination (1.5 hours)	30%

VCE

Biology

– Units 1 and 2

Prerequisites: none

Unit 1 **How do living things stay alive?**

Areas of Study

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

Unit 2 **How is the continuity of life maintained?**

Areas of Study

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Assessment

Assessment for each unit will comprise tasks selected from the following:

- report of a fieldwork activity and practical work
- data analysis
- problem solving involving biological concepts, skills and/or issues
- test comprising multiple choice and/or short answer
- a report of a student-designed investigation using an appropriate format

– Units 3 and 4

Prerequisites: Students are strongly advised to have completed Units 1/2. If a student wishes to enter Units 3/4 without having studied Units 1/2, she should have achieved a high standard in Year 10 Science and must be prepared to do some study before the units begin.

Unit 3 **How do cells maintain life?**

Areas of Study

- How do cellular processes work?
- How do cells communicate?

Unit 4 **How does life change and respond to challenges over time?**

Areas of Study

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework	24%
End-of-year examination (2.5 hours)	60%

VCE

Business Management

– Units 3 and 4

Prerequisites: none

Unit 3 **Managing a business**

Areas of Study

- Business Foundations
- Managing employees
- Operations management

Unit 4 **Transforming a business**

Prerequisites: Unit 3 Business Management

Areas of Study

- Reviewing performance – the need for change
- Implementing change

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2.5 hours)	50%

VCE

Chemistry

– Units 1 and 2

Prerequisites: none

Unit 1 **How can the diversity of materials be explained?**

Areas of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

Unit 2 **What makes water such a unique chemical?**

Areas of Study

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Assessment

Assessment tasks for each unit are:

- report of an independent investigation of a topic
- report of a student-designed quantitative laboratory investigation

Another task selected from:

- practical reports
- concept maps
- modelling activities
- tests

– Units 3 and 4

Prerequisites: Unit 2 Chemistry

Unit 3 **How can chemical processes be designed to optimise efficiency?**

Areas of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Unit 4 **How are organic compounds categorised, analysed and used?**

Areas of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework	24%
End-of-year examination (2.5 hours)	60%

VCE

Economics

– Units 1 and 2

Prerequisites: none

Unit 1 **The behaviour of consumers and businesses**

Areas of Study

- Thinking like an economist
- Decision-making in markets

Unit 2 **Contemporary economic issues**

Areas of Study

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Global economic issues

Assessment

Assessment for each unit will comprise tasks selected from the following:

- analysis of written, visual and statistical evidence
- essays
- tests
- collection and analysis of recent media reports
- investigations

– Units 3 and 4

Prerequisites: Completion of Units 1 and 2 will be an advantage to students.

Unit 3 **Australia's economic prosperity**

Areas of Study

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

Unit 4 **Managing the economy**

Areas of Study

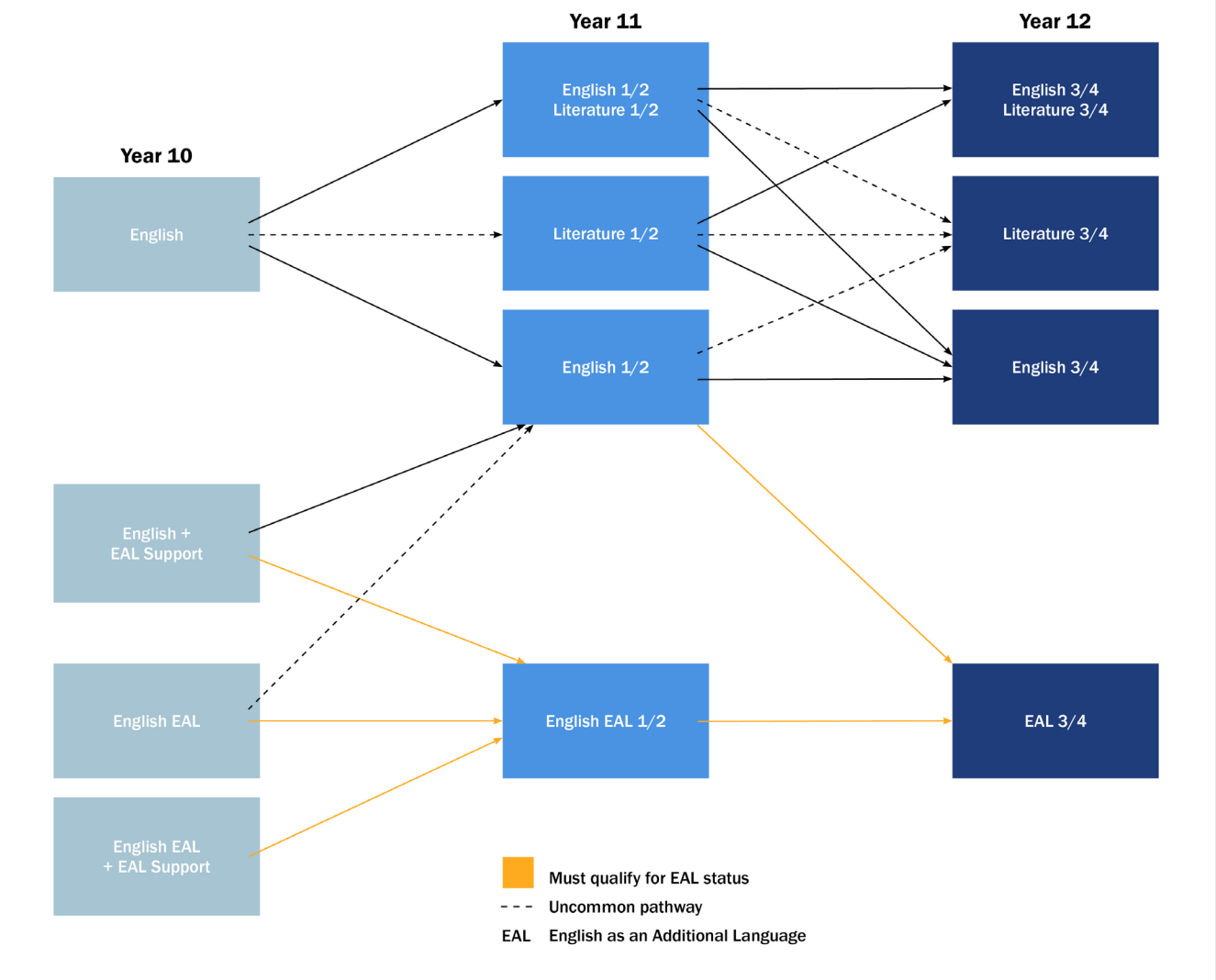
- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

English Pathways and Requirements (VCE)



The VCE English Requirement

The three units from the group of English studies, which must include a Unit 3/4 sequence, that are required for satisfactory completion of the VCE may be selected from:

- English/EAL Units 1 to 4
- Literature Units 1 to 4

English as an Additional Language (EAL) status in the VCE

In Units 3/4 of the VCE, VCAA may acknowledge that a student has not been able to perform at her optimum level on assessment tasks owing to comparative unfamiliarity with the English language. In this case a student may be granted English as an Additional Language (EAL) status. This is reported on the VCE Statement of Results as "This student was granted EAL status". English (EAL) is assessed according to criteria different from those applying to English. However, EAL status does not automatically enrol the student in English (EAL).

A student is considered eligible for EAL status if both of the following conditions are satisfied:

- the student has been a resident in Australia or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to be calculated cumulatively over the student's whole life. Calculation is made prior to 1 January of the year in which the study is taken at the Units 3/4 level;

and

- English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of their education to January of the year in which the study is taken at Units 3/4.

For example: Units 3/4 in 2021 – cut-off date is 31 December 2013

For EAL Units 1/2, supporting evidence will need to be submitted to the EAL Co-ordinator, Ms Martine Thompson by the end of Term 3, 2020. For EAL Units 3/4 an application for enrolment needs to be collected from the EAL Co-ordinator, Ms Thompson, fully completed by the student and returned back by the end of Term 3, 2020. The responsibility to supply EAL status evidence rests with the student.

VCE

English

– Units 1 and 2

Prerequisites: Year 10 English or equivalent.

Unit 1

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Unit 2

Areas of Study

- Reading and comparing texts
- Analysing and presenting argument

Assessment

Assessment for each unit will comprise tasks selected from the following:

- an analytical response to a set text and a creative response to a set text, or a comparative analytical response to set texts
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience, or a persuasive text that presents an argument or a viewpoint

One assessment task, but no more than one task in Unit 1, must be in oral or multimodal form.

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from school. Year 11 students new to PLC will have them delivered to their home address.

– Units 3 and 4

Prerequisites: English Units 1 and 2 or Literature Units 1 and 2.

Unit 3

Areas of Study

- Reading and creating texts
- Analysing argument

Unit 4

Areas of Study

- Reading and comparing texts
- Presenting argument

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (3 hours)	50%

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from school.

VCE

English as an Additional Language (EAL)

– Units 1 and 2

Prerequisites: usually Year 10 English or equivalent

Unit 1

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Assessment

Assessment for this unit will comprise of:

- an analytical response to a set text
- a creative response to a set text
- an analysis of the use of argument and persuasive language in texts
- a text intended to position an audience

One of these assessment tasks must be in oral or multimodal form.

Unit 2

Areas of Study

- Reading and comparing texts
- Analysing and presenting argument

Assessment

Assessment for this unit will comprise of:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or point of view
- an analysis of use of argument and persuasive language in texts
- Assessment tasks must be in written form.

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from school. Year 11 students new to PLC will have them delivered to their home address.

– Units 3 and 4

Prerequisites: usually English Units 1 and 2. Students studying English EAL Units 3 and 4 must qualify for EAL status.

Unit 3

Areas of Study

- Reading and creating texts
- Analysing argument
- Listening to texts

Unit 4

Areas of Study

- Reading and comparing texts
- Presenting argument

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (3 hours)	50%

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from school.

VCE

English Literature

– Units 1 and 2

Prerequisites: satisfactory completion of Year 10 English, an ability and desire to read widely and to write fluently.

Unit 1 **Approaches to literature**

Areas of Study

- Reading practices
- Ideas and concerns in texts

Unit 2 **Context and connections**

Areas of Study

- The text, the reader and their contexts
- Exploring connections between texts

Assessment

Assessment for each unit will comprise tasks from the following:

- An essay (comparative, interpretive, analytical or discursive)
- A debate
- A reading journal
- A close analysis of selected passages
- An original piece of writing responding to a text/s studied
- An oral or written review
- A multimedia presentation
- Participation in an online discussion
- Performance and commentary

At least one of the assessment tasks in Unit 1 must be in oral form.

– Units 3 and 4

Prerequisites: achievement of a very high standard in either Year 10 or 11 English and a desire to read widely and an ability write fluently and expressively

Unit 3 **Form and transformation**

Areas of Study

- Adaptations and transformations
- Creative responses to texts

Unit 4 **Interpreting texts**

Areas of Study

- Literary perspectives
- Close analysis

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

Literature Units 1-4

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from school. Year 11 students new to PLC will have them delivered to their home address.

VCE

Geography

– Units 1 and 2

Prerequisites: none

Unit 1 **Hazards and Disasters**

Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

Unit 2 **Tourism**

Areas of Study

- Characteristics of tourism
- Impact of tourism

Assessment

Assessment for each unit will comprise tasks selected from the following:

- a fieldwork report of approximately 1,500-2,000 words

and at least one of:

- structured questions
- a case study
- a report
- a folio of exercises

– Units 3 and 4

Prerequisites: there are no prerequisites, but Geography Units 1 and 2 would be an advantage

Unit 3 **Changing the Land**

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

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

Areas of Study

- Land use change
- Land cover change

Unit 4 **Human Population – Trends and Issues**

Areas of Study

- Population dynamics
- Population issues and challenges

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

VCE

Global Politics

– Units 3 and 4

Prerequisites: none

Unit 3 **Global actors**

Areas of Study

- Global actors
- Power in the Asia-Pacific region
- Unit 4. Global challenges

Areas of Study

- Ethical issues and debates
- Global crises

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%

VCE

Health and Human Development

– Units 1 and 2

Prerequisites: none

Unit 1 **Understanding health and wellbeing**

Areas of Study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2 **Managing health and development**

Areas of Study

- Developmental transitions
- Health care in Australia

Assessment

Assessment for each unit will comprise tasks selected from the following:

- a case study analysis
- a data analysis
- a visual presentation such as annotated poster or digital presentation
- a written report
- structured questions such as a test

– Units 3 and 4

Prerequisites: none

Unit 3 **Australia's health in a globalised world**

Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4 **Health and human development in a global context**

Areas of Study

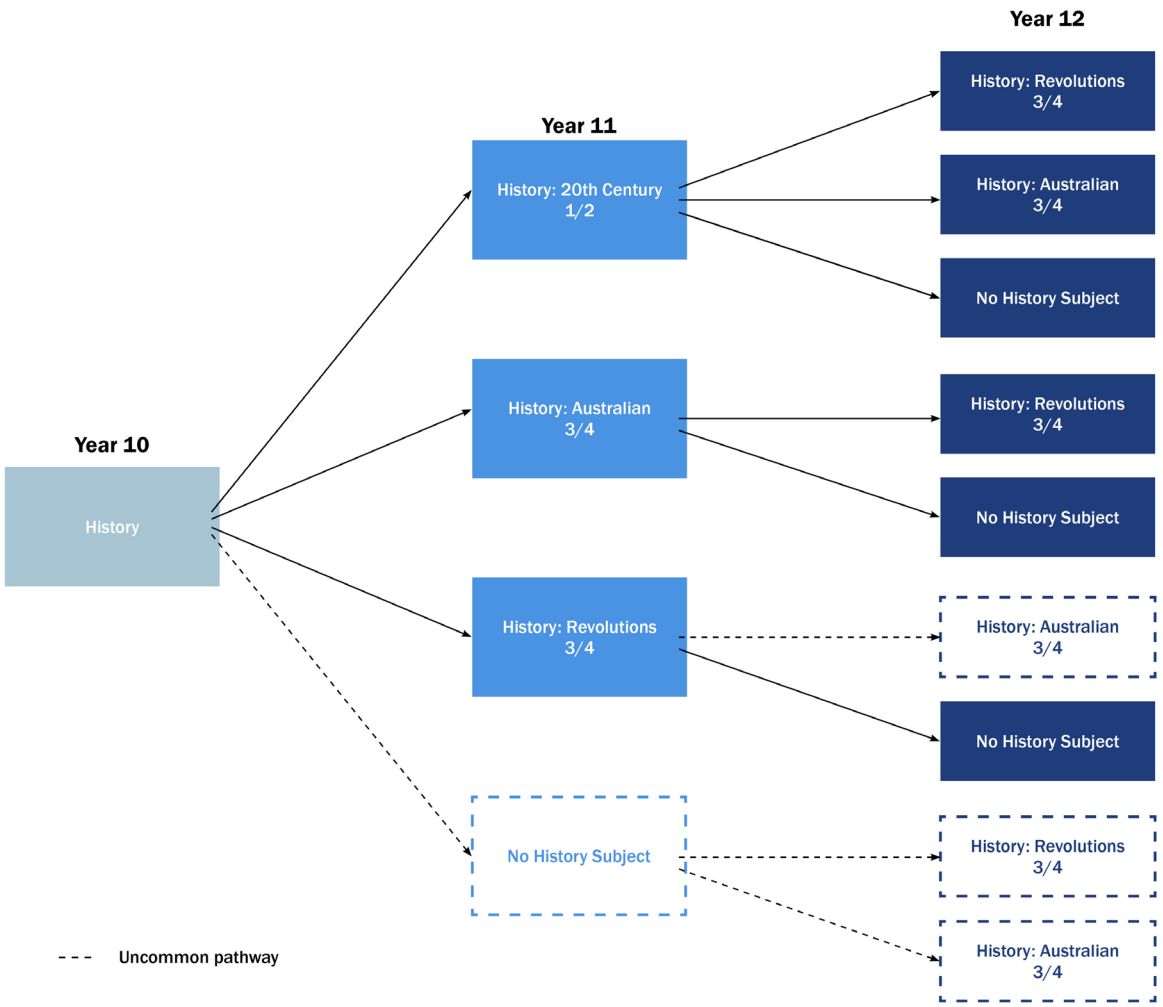
- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

History Pathways (VCE)



VCE

History

– Units 1 and 2

Twentieth Century History 1918–1939

Prerequisites: none

Unit 1 **Ideology and Conflict / The Great Dictators**

Areas of Study

- Germany in the 1920s and 1930s, the rise of Hitler and living under Nazism
- the Soviet state with Stalin as leader and the impact of World War II in the Soviet Union

Twentieth Century 1945–2000

Unit 2 **Challenge and Change / Living in post war Europe and the Middle East**

Areas of Study

- living in post war Germany and the USSR
- the Arab-Israeli crisis and campaigns by terrorist groups such as Black September and Al-Qaeda

Assessment

- a historical inquiry
- analyses of primary sources
- essays
- analyses of historical interpretations

– Units 3 and 4

Australian History

Prerequisites: none

Unit 3 **Transformations: Colonial society to Nation**

Areas of Study

- The reshaping of Port Phillip District/Victoria 1834 - 1860
- Making a people and a nation 1890 - 1920

Unit 4 **Transformations: Old Certainties and New Visions**

Areas of Study

- Crises that tested Australia 1929 - 1945
- Voices for Change 1965 - 2000

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-based Coursework	25%
Unit 4 School-based Coursework	25%
End-of-year examination	50%

Revolutions

Prerequisites: none

Unit 3 **French Revolution**

Areas of Study

- Causes of Revolution 1774 - October 1789
- Consequences of Revolution - October 1789 - 1795

Unit 4 **Russian Revolution**

Areas of Study

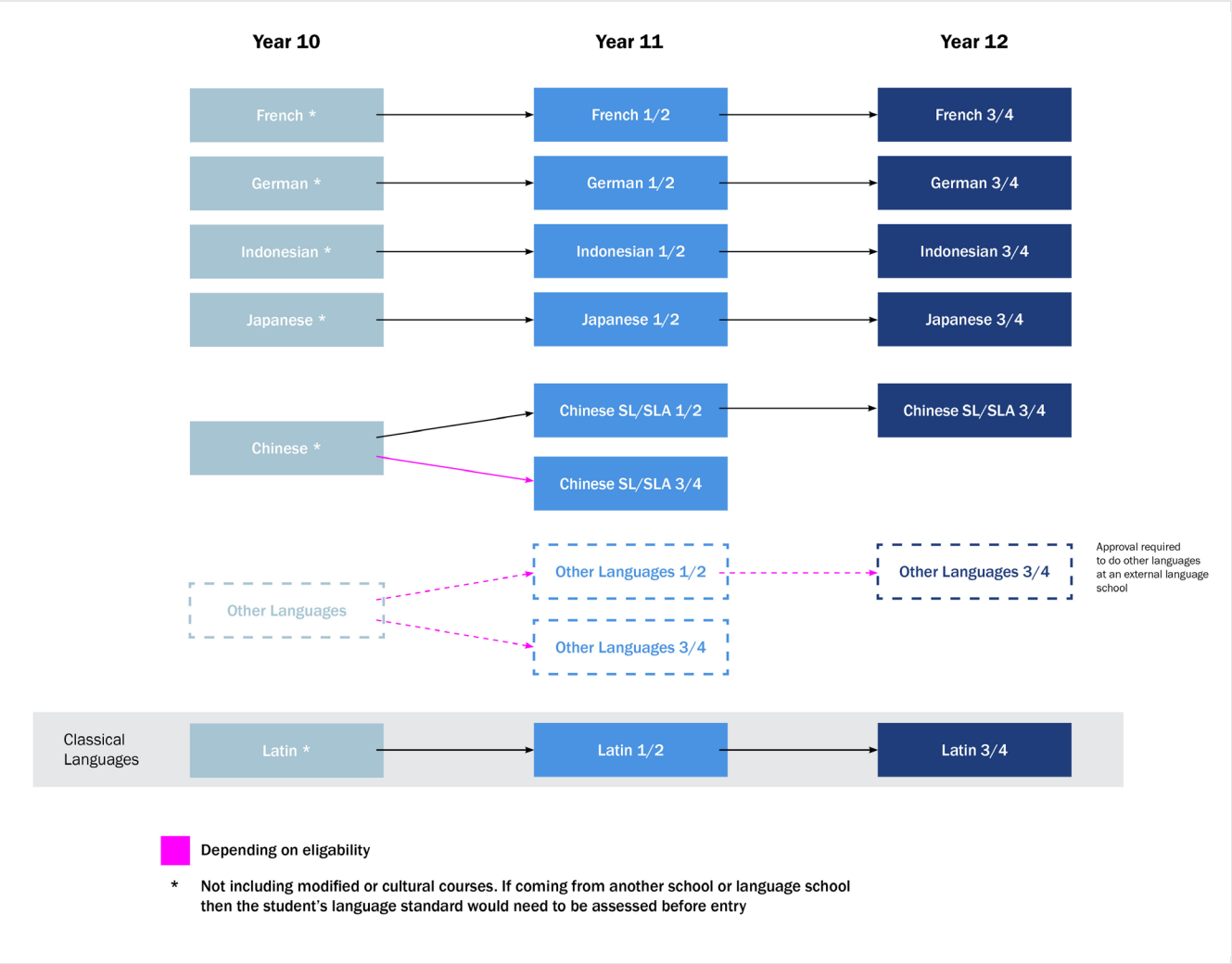
- Causes of Revolution 1896 - October 1917
- Consequences of Revolution - October 1917 – 1927

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%

Language Pathways and Requirements (VCE)



LOTE Second Language enrolments (VCE)

LOTE Second Language Studies in Chinese, Indonesian and Japanese are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment. In addition to Chinese Second Language, the subject Chinese Second Language Advanced is offered to students who were born in a Chinese-speaking country and/or studied with Chinese as their language of instruction for up to seven years.

All enrolments in these studies at Unit 3/4 level must be approved by VCAA. Students cannot be enrolled in Second Language LOTE studies until endorsement of their eligibility is received from VCAA. The student must provide sufficient evidence to support her application, and the responsibility for providing supporting documentation rests with the student. **VCAA Unit 3/4 application forms are available from the LOTE Department, and must be submitted by the end of Term 3, 2020.**

VCE

LOTE – French, German, Indonesian Second Language, Chinese Second Language, Chinese Second Language Advanced, Japanese Second Language

– Units 1 and 2

Prerequisites: Unit 1 - Year 10 or equivalent in the relevant language. Unit 2 - Unit 1 or equivalent

Assessment

Assessment for each unit will comprise tasks selected from the following:

- respond in writing in their LOTE to spoken, written or visual texts presented in their LOTE
- analyse and use information from written, spoken or visual texts to produce an extended response in their LOTE
- explain information, ideas and concepts orally about an aspect of culture within communities where the LOTE is spoken

– Units 3 and 4

Prerequisites: Units 1 and 2 or equivalent.

Note:

- Approval to study Chinese, Indonesian or Japanese Second Language is determined by VCAA. Students must complete a form about their background and prior learning of the language and it is on the basis of this information that the student's eligibility for courses will be determined.
- VCAA determines whether a student will qualify for Chinese Second Language or Second Language Advanced from the evidence provided by students on the application. The written examination is different for these two courses, although both courses follow the same study design.

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year oral examination	12.5%
End-of-year examination (2 hours)	37.5%

VCE

LOTE – Latin

– Units 1 and 2

Prerequisites: satisfactory completion of Year 10 Latin.

Areas of Study

The areas of study comprise grammar, vocabulary and translation of texts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way. While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading.

Assessment

Assessment for each unit will comprise tasks selected from a range of options.

– Units 3 and 4

Prerequisites: satisfactory completion of Latin Units 1 and 2.

Areas of Study

The areas of study comprise grammar, unseen translation and the translation and analysis of seen texts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way. While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading.

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%

VCE

Legal Studies

– Units 1 and 2

Prerequisites: none

Unit 1 **Guilt and liability**

Areas of Study

- Legal foundations
- The presumption of innocence
- Civil liability

Unit 2 **Sanctions, remedies and rights**

Areas of Study

- Sanctions
- Remedies
- Rights

Assessment

Assessment in this unit will be selected from the following:

- folio of exercises
- structured questions
- classroom presentation
- role-play or debate
- report or question and answer session

– Units 3 and 4

Prerequisites: none

Unit 3 **Rights and justice**

Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4 **The people and the law**

Areas of Study

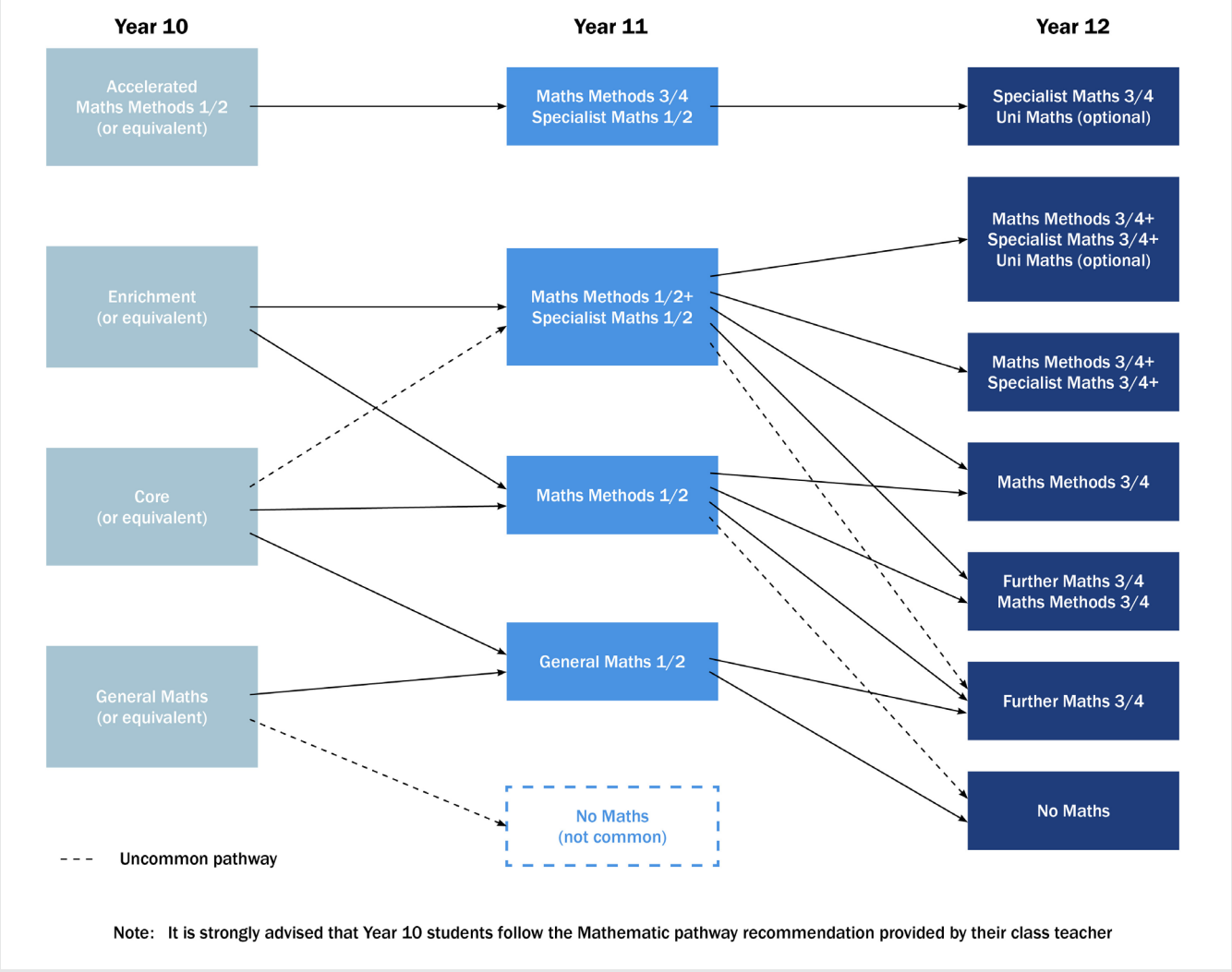
- The people and the Australian Constitution
- The people, the parliament and the courts

Assessment

Relative weightings of 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination	50%

Mathematics Pathways (VCE)



Note: It is strongly advised that Year 10 students follow the Mathematic pathway recommendation provided by their class teacher

Course Selection Information

Students who are interested in keeping their options open to study all tertiary courses or who are particularly interested in mathematically-based courses such as some sciences, computing and commerce, should consider the eight-unit mathematics combination. The six-unit course also provides a good basis for further study.

A four-unit course can be done either as a preparation for tertiary courses requiring some mathematical basis or as a combination providing more emphasis on practical application that meets the requirements of courses such as health sciences.

	Year 11	Year 12
8 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
8 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
6 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4
6 units	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
4 units	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
4 units	Mathematical Methods 1 and 2	Further Mathematics 3 and 4
4 units	General Mathematics 1 and 2	Further Mathematics 3 and 4

Students who have been in the Year 10 VCE Units 1 and 2 Mathematical Methods acceleration program may consider:

	Year 11	Year 12
8 units	Specialist Mathematics 1 and 2 Mathematical Methods 3 and 4	Specialist Mathematics 3 and 4
8 units	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
6 units	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4

All students in the acceleration program will usually study Specialist Mathematics 1 and 2 in Year 11.

It is to a student's advantage to study a Mathematics course in Year 12 so students who do Mathematical Methods Units 3 and 4 in Year 11 are recommended to do Specialist Mathematics Units 3 and 4 in Year 12.

Students who do well enough in Mathematical Methods and Specialist Mathematics 1 and 2 whilst in Year 11 may apply to study University Extension Mathematics in Year 12.

VCE

General Mathematics

– Units 1 and 2

Prerequisites: a Year 10 Mathematics is required.

Unit 1

Areas of Study

- Arithmetic and Number – Computational and practical arithmetic
- Algebra and structure – Linear relations and equations
- Statistics
- Discrete Mathematics: Matrices
- Geometry, Measurement and Trigonometry – shape and measurement

Unit 2

Prerequisites: Unit 1 of General Mathematics or Mathematical Methods or equivalent.

Areas of Study

- Graphs of linear and non-linear relations – Linear graphs and models
- Statistics
- Discrete Mathematics – Number patterns and recursion
- Geometry, measurement and trigonometry – Applications of trigonometry
- Arithmetic and number – Financial arithmetic
- Financial Arithmetic – Consumer-related calculations

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects
- short written responses
- problem-solving and modelling tasks

VCE

Further Mathematics

– Units 3 and 4

Prerequisites: General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 or equivalent.

Units 3 and 4

Areas of Study

- Data analysis
- Recursion and financial modelling
- Geometry and measurement
- Matrices

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	14%
End-of-year examination (1.5 hours)	33%
End-of-year examination (1.5 hours)	33%

VCE

Mathematical Methods

– Units 1 and 2

Prerequisites: a strong background in Mathematics is required.

Unit 1

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Unit 2

Prerequisites: Unit 1 of Mathematical Methods or equivalent.

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects
- short written responses
- problem-solving and modelling tasks

Mathematical Methods (CAS)

– Units 3 and 4

Prerequisites: Mathematical Methods Units 1 and 2 or equivalent.

Units 3 and 4

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	17%
Unit 4 School-assessed Coursework	17%
End-of-year examination (1 hour)	22%
End-of-year examination (2 hours)	44%

VCE

Specialist Mathematics

– Units 1 and 2

Prerequisites: Mathematical Methods Units 1 and 2 is required or should be studied concurrently.

Unit 1

Areas of Study

- Arithmetic and Number
- Geometry, measurement and trigonometry

Unit 2

Prerequisites: Unit 1 of Specialist Mathematics and Mathematical Methods or equivalent and Mathematical Methods Unit 2 which may be studied concurrently.

Areas of Study

- Graphs of linear and non-linear relations – sketching and interpreting linear and non-linear graphs, kinematics
- Geometry, measurement and trigonometry – the algebra of trigonometry
- Statistics

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects, problem-solving tasks and modelling tasks

– Units 3 and 4

Prerequisites: Specialist Mathematics Units 1 and 2, and Mathematical Methods Units 3 and 4 which may be studied concurrently or Year 11 IB Higher Level Mathematics.

Units 3 and 4

Areas of Study

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Assessment

Relative weightings of the 3 graded areas of assessment:

Unit 3 School-assessed Coursework	17%
Unit 4 School-assessed Coursework	17%
End-of-year examination (1 hour)	22%
End-of-year examination (2 hours)	44%

VCE

Music Performance

– Units 3 and 4

Prerequisites: 4 years' experience in instrument or voice prior to Year 11, and preferably a minimum Grade 3 in AMEB Theory or equivalent

Unit 3

Areas of Study

- Performance
- Preparing for performance
- Music language

Unit 4

Areas of Study

- Performance
- Preparing for performance
- Music language

Assessment

Relative weightings of the 3 graded areas of assessment:

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

VCE

Physical Education

– Units 3 and 4

Prerequisites: none

Unit 3 **Movement skills and energy for physical activity**

Areas of study

- How are movement skills improved?
- How does the body produce energy?

Unit 4 **Training to improve performance**

Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment

Relative weightings of the 2 graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2 hours)	50%

VCE

Physics

– Units 1 and 2

Prerequisites: none

Unit 1 **What ideas explain the physical world?**

Areas of Study

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Unit 2 **What do experiments reveal about the physical world?**

Prerequisites: none, Unit 1 preferred

Areas of Study

- How can motion be described and explained?
- Options: Students choose one of 12 focus studies related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound or sports science
- Practical investigation

Assessment

Assessment for each unit will comprise tasks selected from the following:

- practical work; including written reports, annotated folios and/or summary reports
- data analysis and/or modelling tasks
- tests

– Units 3 and 4

Prerequisites: Students are advised to take Physics Unit 2.

Unit 3 **How do fields explain motion and electricity?**

Areas of Study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Unit 4 **How can two contradictory models explain both light and matter?**

Areas of Study

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 school-assessed Coursework	21%
Unit 4 school-assessed Coursework	19%
End-of-year examination (2.5 hours)	60%

VCE

Psychology

– Units 1 and 2

Prerequisites: None

Unit 1 **How are behaviour and mental processes shaped?**

Areas of Study

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

Unit 2 **How do external factors influence behaviour and mental processes?**

Areas of Study

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Assessment

- a report of a practical activity involving the collection of primary data
- a logbook of practical activities
- tests comprising multiple choice and/or short answer and/or extended response

– Units 3 and 4

Prerequisites: Completion of introductory precursory tasks

Unit 3 **How does experience affect behaviour and mental processes?**

Areas of Study

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

Unit 4 **How is wellbeing developed and maintained?**

Areas of Study

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework	24%
End of year examination (2.5 hours)	60%

VCE

Studio Arts

– Units 1 and 2

Prerequisites: none, although good computer skills and/or an Art elective at Years 9 or 10 will provide a strong background.

Unit 1 **Studio inspiration and techniques**

Areas of Study

- Researching and recording ideas
- Studio Practice
- Interpreting art ideas and use of materials and techniques

Unit 2 **Studio exploration and concepts**

Areas of Study

- Exploration of studio practice and development of digital media based artworks
- Ideas and styles in artworks

Assessment

Unit 1:

- Produce a written outline for artwork using digital media
- Maintain a visual diary detailing exploratory work, sources of ideas and inspiration, and the use of a variety of materials and techniques
- At least one finished artwork using digital media
- One short answer written assignment and one extended response written assignment

Unit 2:

- Undertake an exploration proposal that includes a written proposal, recording of exploration and development in a visual diary and produce at least one finished artwork using digital media
- One short answer written assignment and one extended response written assignment

– Units 3 and 4

Prerequisites: none, although good computer skills and Studio Arts Units 1 and 2 are recommended.

Unit 3 **Studio practices and processes**

Areas of Study

- Exploration proposal
- Studio process
- Artists and studio practices

Unit 4 **Studio practices and art industry contexts**

Areas of Study

- Exploration proposal
- Evaluation
- Art industry contexts

Assessment

Relative weightings of the 4 graded areas of assessment:

Unit 3 School-assessed Coursework 1	5%
Unit 4 School-assessed Coursework 2	5%
School-assessed Tasks Units 3 & 4	60%
End-of-year examination (1.5 hours)	30%

VCE

Theatre Studies

– Units 1 and 2

Prerequisites: Drama elective in Year 9 and/or Year 10 recommended but not compulsory

Unit 1 **Pre-modern theatre styles and conventions**

Areas of Study

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance

Unit 2 **Modern theatre styles and conventions**

Prerequisites: Unit 1 or Year 10 Drama elective.

Areas of Study

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

Assessment

Assessment for each unit will comprise tasks selected from the following:

- Performance interpretation through the use of production roles
- Written reports / oral presentations exploring different theatre styles
- Analytical exercises

– Units 3 and 4

Prerequisites: Theatre Studies Unit 1 and/or Unit 2 highly recommended

Unit 3 **Producing Theatre**

Areas of Study

- Staging theatre
- Interpreting a script
- Analysing and evaluating theatre

Unit 4 **Presenting an interpretation**

Areas of Study

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	45%
End-of-year written examination	30%
End-of-year monologue Examination	25%

International Baccalaureate (IB)

International Baccalaureate (IB) Overview

The International Baccalaureate Diploma is a two-year, pre-university certificate designed and administered by the International Baccalaureate. The Diploma Programme offers a broad education incorporating all major disciplines.

The IB curriculum comprises six subject groups and students must choose one subject from each group to study over the two years. In Year 12, three of the six subjects must be taken at Standard Level and three at Higher Level. Higher Level subjects allow for greater depth of study

Group 1
Language A – Literature
English (other Languages by arrangement*)
*costs incurred for these classes would be borne by the student's family

Group 2
Language B – Language Aquisition
English, French, German, Indonesian, Japanese, Mandarin, Classical Languages – Latin

Group 3
Individuals and Societies
Economics, Geography, History

Group 4
Sciences
Biology, Chemistry, Physics

Group 5
Mathematics
Analysis and Applications

Group 6
The Arts
Visual Arts, Music or a second subject from Group 3 or 4

IB Diploma Programme Model

Award of the IB Diploma

To qualify for the award of the IB Diploma, students must:

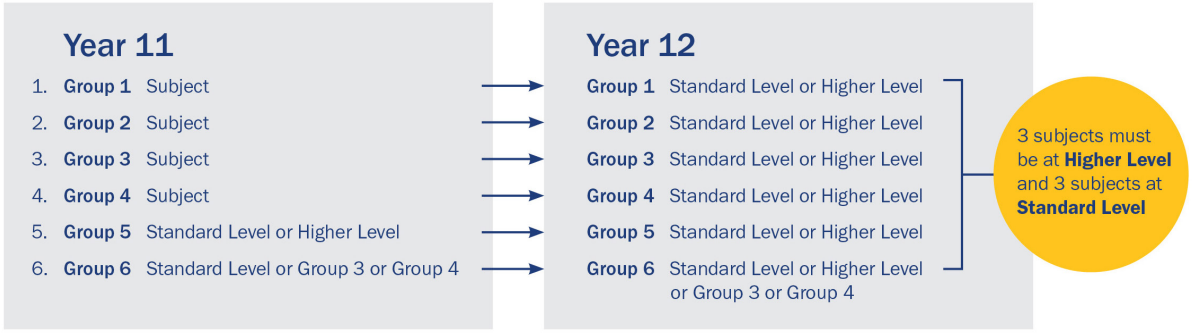
- gain a satisfactory mark in the six subjects
- complete an Extended Essay (EE) of no more than 4000 words in any selected subject of the IB curriculum
- complete all requirements of the Theory of Knowledge (TOK) course
- complete all requirements of the Creativity, Activity, Service (CAS) program

In addition, students undertake one lesson per fortnightly cycle in each of Faith and Life (FAL) and Physical Recreation at Years 11 and 12.

IB Levy/Fees

A levy will be charged for IB Students to cover additional IB costs. These costs relate particularly to the cost for examination registration, the TOK camp, some IB events and other administrative costs. The levy will be $900 per year.

IB Pathways & Course Planning



Students choose their Higher Level subjects towards the end of Term 3 of Year 11. For Mathematics, however, the College encourages students to make their choice at the beginning of Semester 1 of Year 11. The IB Diploma Programme is academically rigorous and a review process may be established in Semester 1 of Year 11 for students experiencing difficulty with the workload and academic expectations. It is possible at the end of both Semesters 1 and 2 of Year 11 for students to transfer to the VCE with credits. Girls should, however, consult with their Maths and English teachers in Year 10 to be guided in the decision to take the IB Diploma.

Assessment

Assessment of subjects is based on a combination of internal assessment and external examinations at the end of Year 12. Within each subject, examinations for Higher Level are longer and more challenging than those for Standard Level.

Each subject is graded on a scale from 1 (Very poor performance) to 7 (Excellent performance). Up to 3 additional points may be gained by a very good performance in the Extended Essay and the Theory of Knowledge.

Hence the maximum possible score is 45 points. The IB score will be used by VTAC to calculate a student's Notional ATAR.

Core Components

Theory of Knowledge (TOK)

The Theory of Knowledge course, a key element of the IB Diploma Programme, encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it change? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? The course aims to help students discover and express their views on knowledge questions. It encourages students to share ideas with others, and listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections are made between knowledge encountered in different subjects and distinctions between different kinds of knowledge are recognised.

Creativity, Activity and Service (CAS)

Over the two-year period, all students must spend some significant time engaged in CAS with a reasonable balance across the three areas of CAS. A very wide range of Creative experiences including music, drama, art, debating, etc. is available. Activity includes competitive and non-competitive sport, camping, bushwalking, etc. Service requires involvement in providing assistance both within and outside the school community. Combined and ongoing experiences are encouraged over 'one-off' type experiences. It is the responsibility of each student to organise and document her individual CAS program, in consultation with the CAS Co-ordinator.

Extended Essay (EE)

The extended essay of 4000 words offers the opportunity to investigate a topic of special interest in one of the students' IB subjects. The process begins during Term 2 of Year 11 and is completed by the end of Semester 1 of Year 12. Each student is allocated a supervisor, but the emphasis is on the independent research and experience in academic writing skills.

IB Learner Profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Is the IB for You?

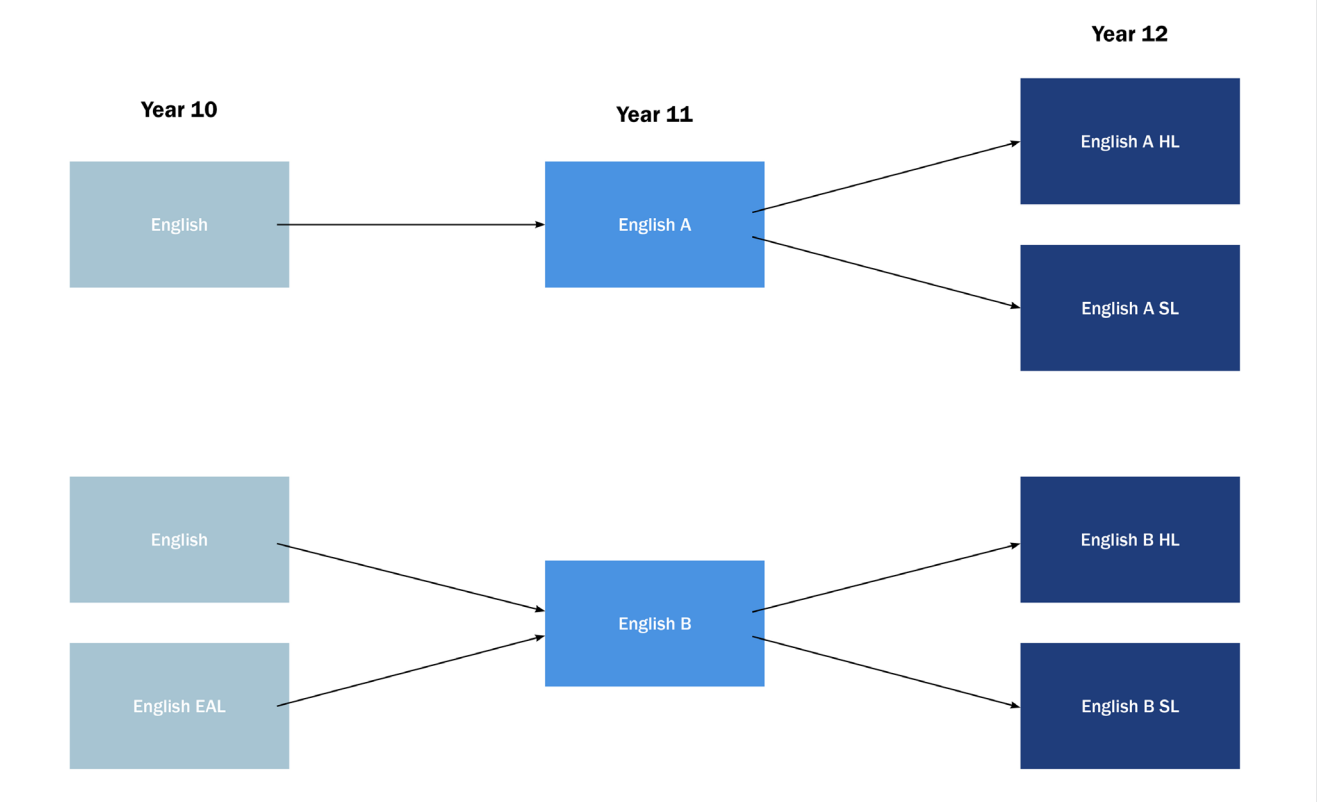
A successful PLC IB student needs to be:

- Possessing strong English language skills – B Grade or above in mainstream English, achieving A+ in EAL
- Proficient in Mathematics
  - Mathematics SL min: B Grade or above in Year 10 PLC Mathematics Core or equivalent course
  - Mathematics HL min: Undertaking Year 10 PLC Accelerated, or B Grade or above in Year 10 PLC Mathematics Enrichment or equivalent course
- A competent performer in examination situations – B Grade or above in Core subject examinations
- A strong academic all-rounder as they must undertake a science subject, a humanities subject and a second language subject
  - Minimum B Grade on Year 10 reports for these subjects.
- Possessing a high work ethic and work practices; in particular, being able to work steadily and routinely on class work, homework and work for assessment
- Self-motivated able to embrace ambiguity and to work independently on self-directed tasks

IB Subject Information

Group 1: Language A: Literature

English and EAL Pathways (IB)



IB

English

Year 11 in 2021

Prerequisites: Standard and Higher Level English A: Literature require an ability and desire to read widely; a very high standard of written and oral English in Year 10. The capacity to work independently on core elements of the course is essential.

Standard Level – Content

The three areas of exploration are: Readers, writers and texts, Time and space, and Intertextuality: Connecting texts.

Students will study a minimum of 3 works in translation written by authors on the Prescribed reading list, a minimum of 4 works in the language studied, by authors on the Prescribed reading list, and a study of 2 works freely chosen.

In this course students will learn how to Know, understand and interpret, to Analyse and evaluate, and to Communicate. The learner portfolio will also be a central element of the Language A: Literature course.

Assessment – Standard Level

External

Paper 1: Written examination	35%
Paper 2: Written examination	35%

Internal

Individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course	30%

Higher Level – Content

The three areas of exploration are: Readers, writers and texts, Time and space, and Intertextuality: Connecting texts.

Students will study a minimum of 4 works in translation written by authors on the Prescribed reading list, a minimum of 5 works in the language studied, by authors on the Prescribed reading list, and a study of 4 works freely chosen.

In this course students will learn how to Know, understand and interpret, to Analyse and evaluate, and to Communicate. The learner portfolio will also be a central element of the Language A: Literature course.

Assessment – Higher Level

External

Paper 1: Written examination	35%
Paper 2: Written examination	25%
Higher Level Essay	20%

Internal

Individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course	20%

Note: Some students choose to study a language other than English for Language A. These arrangements must be discussed with the IB Co-ordinator.

Year 12 in 2021

Prerequisites: Standard and Higher Level: an ability and desire to read widely and a very high standard of written and oral English in Year 10. The capacity to work independently on core elements of the course is essential.

Standard Level – Content

The same program as Higher Level is studied (see below), except that in Part 1, only 2 works are studied, in Part 2 only 2 works are studied, and in Part 3, only 3 works are studied.

Higher Level – Content

Part 1: Works in translation – 3 works in translation from the prescribed literature in translation list

Part 2: Detailed study – 3 works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors

Part 3: Literary Genres – 4 works of the same genre, chosen from the prescribed list of authors

Part 4: Options – 3 works chosen by the College.

Assessment – Standard and Higher Level

External

Written examination	45%
Written assignment	25%

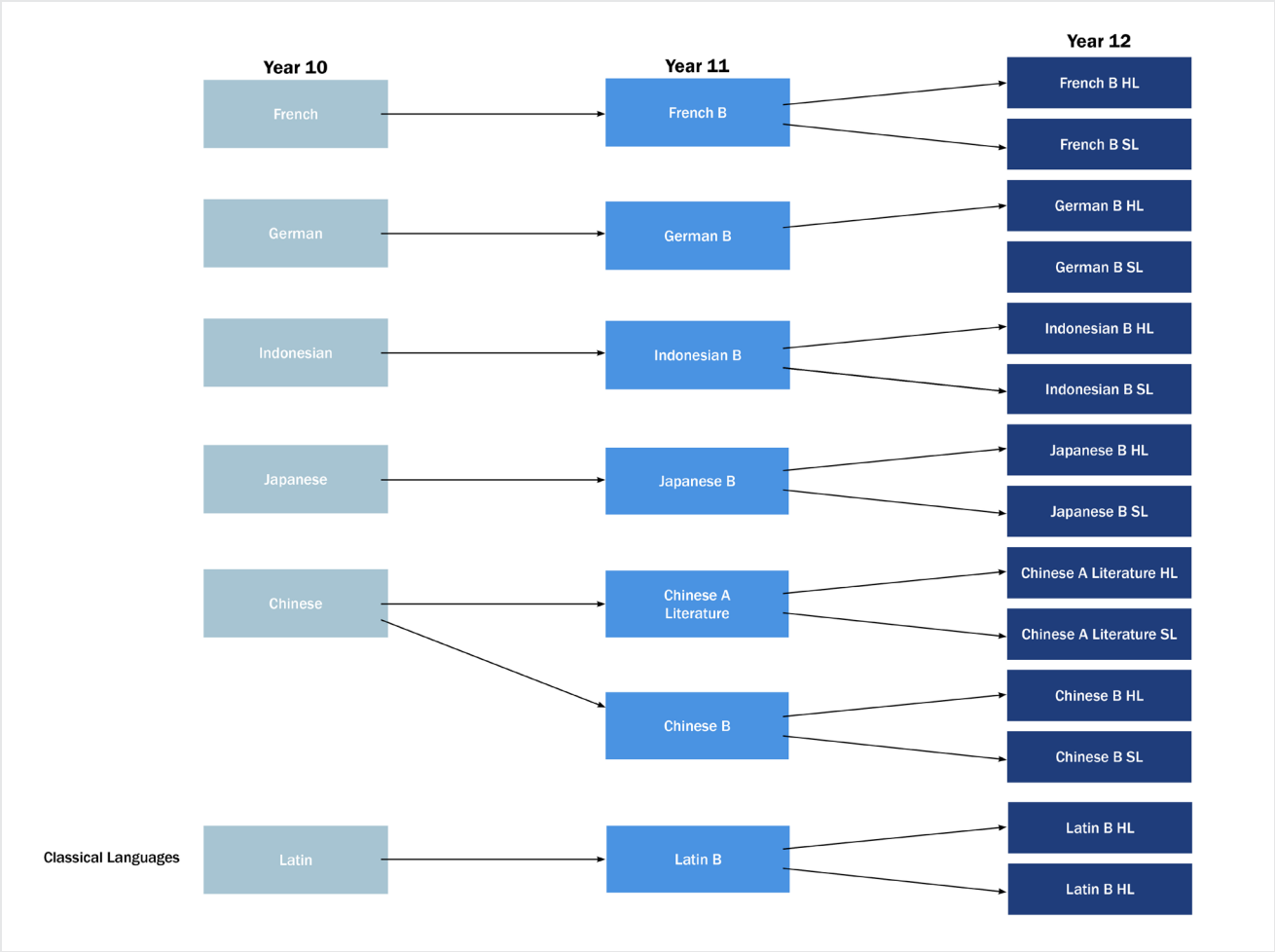
External

Individual oral commentary	15%
Individual oral presentation	15%

Note: Some students choose to study a language other than English for Language A. These arrangements must be discussed with the IB Co-ordinator.

Group 2: Language B: Language Acquisition

LOTE Pathways (IB)



IB

Classical Languages – Latin

Prerequisites: completion of Year 10 Latin to a high level

Standard and Higher Level – Content

Part 1: Study of the Language

Study of one or two prescribed authors to develop language skills. Students will be required to translate unseen passages from that author.

Part 2: Genre study

A detailed study of two genres, in the original language (with supplementary reading in translation) chosen from five prescribed genres.

Part 3: Individual Study

Research dossier (Internal Assessment). An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence.

Assessment – Standard and Higher Level

Written Examination – Part 1	35%
Written Examination – Part 2	45%
Internal Assessment (Research Dossier)	20%

IB

English, French, German, Japanese, Indonesian, Mandarin

Prerequisites: A high standard achieved in Year 10 of selected language.

Standard and Higher Level – Content

Students develop their ability to communicate in the target language through the study of language, prescribed themes (Identities, Experiences, Human Ingenuity, Social organisation and Sharing the planet) through texts. Students develop linguistic abilities through the development of receptive (listening and reading), productive (writing) and interactive oral skills. They also develop conceptual understandings of how language works, i.e. how language and culture are intertwined.

At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and non-familiar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to the course content.

A student learning a Language B HL is expected to develop a higher level of competency in the receptive, productive and interactive skills. The study of two literary works originally written in the target language is also required.

Year 11 2021

Assessment – Standard and Higher Level

Internal assessment for all language skills

Year 12 in 2021

Assessment – Standard and Higher Level

External

Paper 1:	75%
Productive skills – writing	25%
Paper 2:	50%
Receptive skills – Listening and Reading comprehension	

Internal

Interactive oral	25%

Group 3: Individuals and Societies

IB

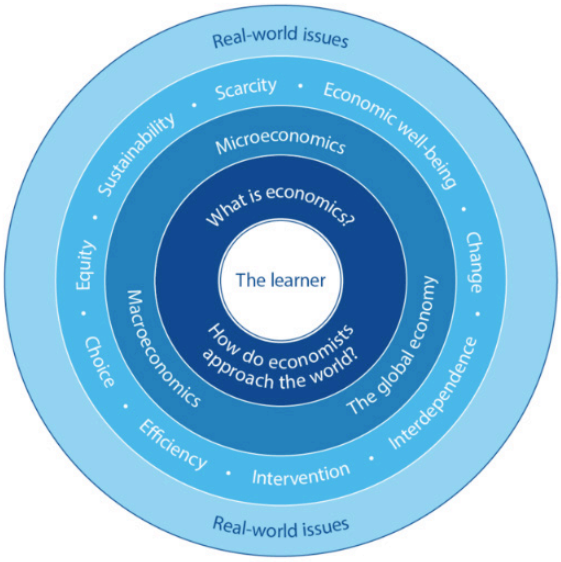
Economics

Y11 in 2021

Prerequisites: The economics course requires no specific prior learning of economics.

Standard and Higher Level – Content

This visual diagram provides an overview of the key concepts and topics covered:



Assessment – Higher Level

Examinations (3 papers)	80%
Internal assessment (Media commentaries x 3)	20%

Assessment – Standard Level

Examinations (2 papers)	70%
Internal assessment (Media commentaries x 3)	30%

Y12 in 2021

Prerequisites: The economics course requires no specific prior learning of economics.

Standard and Higher Level – Content

The four parts of the course are the same for both Standard and Higher Level.

- Microeconomics
- Macroeconomics
- International economics
- Development economics

In addition HL students will also complete additional content in topics such as:

- Theory of the Firm
- Price Discrimination
- Economic integration
- Balance of Payments
- Terms of Trade

Assessment – Higher Level

Examinations (3 papers)	80%
Internal assessment (Media commentaries x 3)	20%

Assessment – Standard Level

Examinations (2 papers)	80%
Internal assessment (Media commentaries x 3)	20%

IB

Geography

Standard and Higher Level

Part One

Standard Level Students study **two** optional themes:

- Urban environments
- Leisure, tourism and sport

Higher Level Students are required to complete **three** optional themes:

- Urban environments
- Leisure, sport and tourism
- Geophysical hazards

Part Two

Standard and Higher Level students complete the core theme study of:

- Geographic Perspectives – Global Change
- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Part Two HL Core Extension

Higher Level students are required to complete a study of:

- Geographic Perspectives – Global Interactions
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Assessment – Higher Level

Examinations	80%
Internal Assessment (1 fieldwork report of 2500 words)	20%

Assessment – Standard Level

Examinations	75%
Internal Assessment (1 fieldwork report of 2500 words)	25%

IB

History

Prerequisites: Students should enjoy History and have achieved good results in History in Years 9 and 10.

Standard Level – Content

Your teacher will select one of these topics:

- The move to global war: This topic focuses on Japanese expansion in East Asia (1931–1941) and German and Italian expansion (1933–1940)
- Rights and protest: This topic focuses on Civil Rights in the USA (1954–1965) and Apartheid South Africa (1948-1964)

Your teacher will select two of these topics:

- Causes and effects of 20th century wars
- Authoritarian States (20th century): Germany under the Nazis; USSR under Stalin; Communist China under Mao; Italy under Mussolini
- The Cold War: Superpower tensions and rivalries (20th century)

Higher Level

For students who elect to do History at Higher Level, a special regional study of Europe is covered.

Content

Your teacher will select three of these topics:

- Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)
- Europe and the First World War (1871–1918)
- European States in the inter-war years (1919–1939): Germany, Italy and Spain
- Versailles to Berlin: Diplomacy in Europe (1919–1945)

Internal Assessment

Students complete a 2,200 word historical investigation into a topic of their choice.

Assessment – Higher Level

Written Examinations	80%
Internal Assessment (Historical investigation)	20%

Assessment – Standard Level

Written Examinations	75%
Internal Assessment (Historical investigation)	25%

Group 4: Experimental Sciences

IB

Biology

Prerequisites: Year 10 Science.

Standard and Higher Level

The two-year Biology program consists of common core material for both Higher and Standard Levels, additional core material for Higher Level, one optional topic and a requirement of between 40 - 60 hours of practical work which includes an individual investigation for assessment of 10 hours and the Group 4 project of 10 hours.

Core Content

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

For Higher Level students, each topic is extended with additional material.

Higher Level

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Options

All students are required to study one option. The option is chosen by the teacher.

Option Topics

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

The Group 4 Project

Both Standard and Higher Level Biology students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment (Individual investigation and Group 4 project)	20%

IB

Chemistry

Prerequisites: Year 10 Science.

Standard and Higher Level

The Chemistry program consists of common core material for both Standard and Higher Level, additional core material for Higher Level students, option work and the Group 4 project.

Core Content

- Stoichiometry relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

For Higher Level students, each topic is extended with additional material.

Options

All students are required to study one option. The option is chosen by the teacher.

Option Topics

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

The Group 4 Project

Both Standard and Higher Level Chemistry students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment (Individual investigation and Group 4 project)	20%

IB

Physics

Prerequisites: Year 10 Science.

Standard and Higher Level

The Physics program consists of common core material for both Standard and Higher Level, additional material for Higher Level, option work and the Group 4 project.

Core Content

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

Additional for Higher Level students

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

Practical Work

Students will be required to perform and write up practical work on a regular basis. This work is most important in enhancing understanding of the methodology and content of Physics. Practical work forms the basis for the Internal Assessment for the subject.

Options

Standard Level and Higher Level students are required to study one option. The option is chosen by the teacher.

Option Topics

- Relativity
- Engineering physics
- Astrophysics
- Imaging

The Group 4 Project

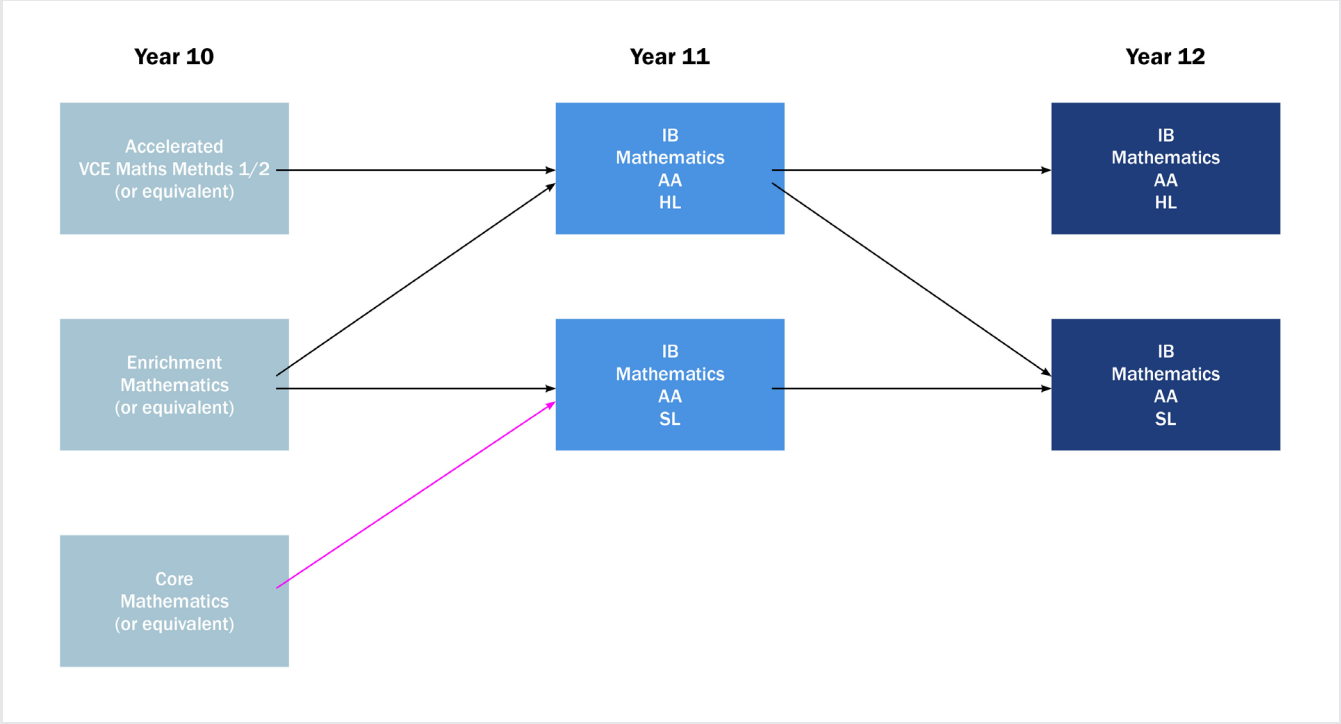
Both Standard and Higher Level Physics students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment (Individual investigation and Group 4 project)	20%

Group 5: Mathematics

Mathematics Pathways (IB)



IB

Mathematics: Analysis and Approaches

In 2021, PLC will offer two IB mathematics subjects; Analysis and Approaches Standard Level and Analysis and Approaches Higher Level.

Analysis and Approaches Standard Level is designed to provide a background of mathematical thought and a reasonable level of technical ability. It will provide a sound mathematical basis for those intending to pursue tertiary studies in Chemistry, Economics, Geography, Business Studies, etc. It is equivalent in difficulty to VCE Mathematical Methods.

Analysis and Approaches Higher Level is designed for candidates with a very good background and ability in mathematics. It is an intensive course requiring a substantial background of presumed knowledge and is equivalent to doing two mathematics in Years 11 and 12. It will cater for those students with a genuine interest in mathematics and who enjoy meeting its challenges and problems. Those intending to study Mathematics, Physics, Engineering, Computer Science or Actuarial Studies at university will find it helpful. Students undertaking Higher Level Mathematics in Year 12 will sit an additional problem-solving examination that will require an effective use of the calculator.

Prerequisites: Students wishing to do Analysis and Approaches Higher Level should have achieved at least a B grade in either Year 10 Enrichment or Acceleration. Students wishing to do Analysis and Approaches Standard Level should have achieved at least a B in Year 10 Mathematics Core.

Standard Level – Content

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Mathematical Exploration

This is a single piece of written work that involves investigating an area of mathematics. The final report should be approximately 6 to 12 pages long.

Assessment - Standard Level

Written Examinations (2 papers)	80%
Internal Assessment (Mathematical Exploration)	20%

Higher Level – Content

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Mathematical Exploration

This is a single piece of written work that involves investigating an area of mathematics. The final report should be approximately 6 to 12 pages long.

Assessment - Higher Level

Written Examinations (3 papers)	80%
Internal Assessment (Mathematical Exploration)	20%

Group 6: The Arts

IB

Music

Y12 in 2021

Prerequisites: there are no prerequisites for entry. However, it is strongly advised that students should have had at least three years of experience on a musical instrument or in voice, and be at approximately fifth grade standard.

Standard Level – Content

This is designed for the student who has a background in musical performance. There are three options: solo performance, group performance and composition. In each case students study musical perception and analysis which involve the study of two prescribed works, study of musical genres and styles from both Western and non-Western Music, 16th Century to Modern Music, together with a musical investigation chosen by the student.

Higher Level – Content

This is designed for the specialist music student with a background in musical performance and composition who may wish to pursue music at tertiary level. Three areas are covered: musical perception and analysis, solo performance and composition. Musical perception and analysis covers the study of two prescribed works, a study of musical genres and styles from both Western and non-Western music, 16th Century to Modern Music, together with a musical investigation chosen by the student.

Assessment – Higher Level

External

Written/Listening Examination	30%
Musical Links Investigation	20%

Internal

Creating	25%
Solo Performing	25%

Assessment – Standard Level

External

Written/Listening examination	30%
Musical Links Investigation	20%

Internal

Creating or Solo Performing or Group Performing	50%

Y11 in 2021

Prerequisites: there are no prerequisites for entry. However, it is strongly advised that students should have had at least three years of experience on a musical instrument or in voice, and be at approximately fifth grade standard.

Standard Level – Content

- Exploring music in context
- Experimenting with music
- Presenting music

Higher Level – Content

- Exploring music in context
- Experimenting with music
- Presenting music
- The contemporary music maker

Assessment – Higher Level

External

Exploring music in context portfolio (written work, creating exercise/audio and performance adaptation)	20%
Collection of performed works written work, composition and Performance totalling a max. of 20 min)	30%

Internal

Experimentation report (written report and practical music excerpts totalling a max 10 min)	20%
Multimedia presentation (totalling a max. of 15 min)	30%

Assessment – Standard Level

External

Exploring music in context portfolio (written work, creating exercise/audio and performance adaptation)	30%
Collection of performed works (written work, composition and Performance totalling a max. of 20 min)	40%

Internal

Experimentation report (written report and practical music excerpts totalling a max. 10 min)	30%

IB

Visual Arts

Prerequisites: a strong pass in a Year 10 Art subject.

Core Areas:
The HL and SL courses are formed from three inter-linking areas.

Visual Arts in Context

- Be informed about the wider world of the visual arts and begin to understand and appreciate the cultural contexts within which they produce artworks
- Observe the conventions and techniques of artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice
- Investigate artworks from a variety of cultural contexts and develop informed responses to the artwork they have seen and experienced

Visual Arts Methods

- Understand and appreciate that a diverse range of media, processes, techniques and skills are required in making of visual arts, and how and why they evolved
- Engage with the work of others in order to understand the complexities associated with different art-making methods and use this inquiry to inspire their own experimentation and art-making practice
- Understand how a body of work can communicate meaning and purpose for different audiences

Communicating Visual Arts

- Understand the many ways in which visual arts can communicate and may influence the manner in which individual artworks are valued and understood
- Produce a body of artwork through a process of reflection and evaluation, and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways selected works are connected
- Explore the role of the curator; acknowledging that the concept of an exhibition is wide-ranging, encompasses many variables and, most importantly, considers the potential impact on audiences and viewers

These core areas are investigated through the exploration of:

- Theoretical practice
- Art-making practice
- Curatorial practice

Over the two years students maintain a Visual Arts Journal. This is used to document:

- art-making skills and techniques
- personal reflections
- creative areas for exploration and development
- responses to artists and their work

Assessment Tasks (Higher and Standard Level)

There is no written examination in Visual Arts.

External

Comparative Study - 20%

Analyse and compare different artworks by different artists. This independent, critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

Process Portfolio - 40%

Students submit carefully selected materials which show evidence of their experimentation, exploration, manipulation and refinement of a variety of visual arts activities over the two years.

Internal

Exhibition - 40%

Students submit for assessment a selection of resolved artworks from their exhibition. The selected artworks show evidence of their technical accomplishment and an understanding of the use of materials, ideas and practices.

Standard Level: 4 to 7 artworks with exhibition text for each and a 400 word curatorial rationale

Higher Level: 8 to 11 artworks with exhibition text for each and a 700 word curatorial rationale

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