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**Front cover**

Angelica Tseytlin, year 9 2016

Urban art: stencilling and digital imagery
Introduction

In year 9, students undertake a number of elective subjects. This booklet gives details of elective subjects, information regarding the choices available, and the process of making elective choices. You should read the whole of this booklet before considering your selection.

The separate Year 9 Course Guide is available online and contains information on the core subjects, which are common to all students.

Curriculum structure

Years 9 and 10 can be seen as a two-year sequence. In years 7 and 8 all students are engaged in a common core curriculum with limited choice, providing a strong foundation for future studies. At years 11 and 12, students have a very broad range of choice to cater for their individual talents, needs and future directions. It is in years 9 to 10 that students are introduced to some choice to allow them to pursue areas of interest or areas in which they have a particular talent. Whilst there is some choice, there is still the foundation of a common core of subjects.

Of the areas of discipline-based learning, students study English, Mathematics, History, Geography, Science, LOTE, Health and Physical Education, and Sport within their core. Elective subjects are drawn from the areas of the arts, health, English and history. Students should have a balance of areas of study within their choice of elective units. This ensures a breadth of education and the greatest range of choice for subjects at years 11 and 12. Students will be expected to complete a formal examination in their elective subjects, as well as their core subjects, with the exceptions of Health and Physical Education, and Head, Heart and Soul.

In year 10, the elective program expands to include a greater range of humanities and arts subjects, as well as incorporating Sports Science and access to a range of VCE units. Languages also become elective subjects in year 10. More information regarding the details of the year 10 program can be obtained from the Director of Learning Operations, Robyn Marshall: robyn.marshall@stleonards.vic.edu.au

Years 9 and 10 provide a foundation for students to make an informed choice about their subjects in years 11 and 12 and their choice of program: the International Baccalaureate Diploma Programme (IBDP) or the Victorian Certificate of Education (VCE).
The IBDP is a two-year program in which students take six subjects over the two years. These subjects must include a modern language, a science, and a humanities subject, along with mathematics and English.

In the VCE program, students choose 22 semester-length units over a two-year period, and each unit is assessed using a variety of assessment tasks. Many of the year 9 and year 10 elective units provide a foundation for later VCE units and students should bear this in mind when planning courses.

A summary of the VCE and IBDP subjects offered at St Leonard’s College is given at the back of this booklet. If you require information at this stage about courses available in years 11 and 12, please contact the Director of Learning Operations or view the course guides on the St Leonard’s College website.

**Core subjects**
The following subjects are compulsory for all students:

**Year 9**
- CUE Program
- English
- Geography
- Head, Heart and Soul
- Health and Physical Education
- History
- Languages Other Than English
- Mathematics
- Science
- Sport

**Year 10**
- Commerce
- English
- Health and Physical Education

- History: The Modern World and Australia
- Mathematics
- Science
- Sport

**Elective subjects**

**Year 9**
Students choose two elective subject units from the following:

- American History
- Animation and Photography
- Art
- Drama
- Food Science
- Games Creation
- Globalisation
- Literature
- Music: Performance and Styles
- Music: Recording, Composing and Performing
- STEM
- Textiles
- Visual Communication Design

**Year 10**
Students choose four elective units from the following:

**Group A**
Semester-long subjects
Minimum one unit

- Art
- Drama
- Food Science
- Media
- Music Performance and Styles
- Software Engineering
- Visual Communication Design
Group B
Semester-long subjects
Minimum one unit

- Geography (2 electives)
- Literature
- Russian History
- Sports Science

LOTE
Taken as a two-unit sequence

- Chinese
- French
- Indonesian

Year 11 units
VCE Units 1 and 2 subjects taken as a two-unit sequence

See Year 10 Course Guide 2017 on the College website for a list of Unit 1 and 2 subjects available at year 10.

Choosing an elective program
Students should look at years 9 and 10 as a two-year program and should plan their elective choices accordingly. Students will not be locked into year 10 choices at this stage, however it is worthwhile to plan for a two-year program rather than a series of one-off electives. Students will make choices for year 10 in term 3 of year 9.

In considering their elective choices, students should identify their strengths and weaknesses, their areas of interest, and areas which might provide prerequisites for further studies. Having identified these, students should speak with their parents and teachers for advice.

Students must choose two semester-length elective units for year 9, which will be studied over the course of the year. While every attempt will be made to provide for the choices made by the students, numbers of classes and class sizes may require a second or third preference to be taken. Electives will only run if we receive sufficient numbers. Students will be notified where an elective they have selected will not run and an alternative subject can be selected.

Students are encouraged to read the Web Preference Access Guide and follow its instructions when completing the online selection. Please also follow the instructions for submission by the due date. Elective choices will be confirmed before the end of 2016.
Throughout the 20th century, the United States of America played a central role in global affairs. As we move further into the new millennium, it remains the world’s only superpower. We are presented with examples of American influence every day, and there is (or should be) a level of curiosity about a country that continues to have so great an impact on the rest of the planet.

This unit on American history introduces students to the foundation years of the United States, and looks particularly at how the view that the Americans have of themselves and of their place in the world has been produced.

After a brief survey of the lifestyles of the native Americans, the course moves to the discovery and exploration of America (the ‘New World’), and then looks at the motives of some of the early immigrants. Life in the colonies is studied, along with the development of the frontier spirit, which characterised the early settlers. Other topics include the movement for independence: how the 13 colonies managed to defeat Britain, the growth and functioning of slavery in the South, and the Civil War. Students have the opportunity to complete a research project on a famous American of their choice.

Research is an important part of the course, and students will be expected to complete two research activities, with library time available. Other activities during lessons include computer and iPad work, exercises from the set text, map studies, document analyses, discussions, and viewing some educational television programs.

Students are encouraged to use the internet for their research, though often careful judgement needs to be exercised in deciding if online material is useful and reliable.

Assessment will involve class work and home learning, class tests, research projects, and the semester examination.

Students who choose this elective will:

- Develop a knowledge and understanding of significant events in American history from the discovery of America to the immediate post-civil war period
- Use a range of primary, secondary, oral and visual sources
- Use evidence to formulate hypotheses
- Understand and analyse historical viewpoints and their influence on different groups
- Discuss the problems of using historical representations
Animation and Photography

Let’s Get Animated!
This program introduces students to the animation production process, from conception to post-production. It provides an opportunity for students to learn a range of specialised digital skills such as 2D animation techniques, basic 3D digital forms, photo manipulation, sound, special effects, understanding file formats, and file management. Course work will be enhanced by first-hand experience of professional practices within the industry through an excursion to the Australian Centre for the Moving Image and an animation workshop.

Snap To It!
This course is designed to provide students with photographic skills that allow them to take creative control, get the most out of DSLR cameras, and explore contemporary photographic production processes. Students will have the opportunity to expand their knowledge of photographic techniques and develop ideas to foster creativity with the camera. The program covers both studio-based and outdoor photography, and looks at a variety of photographic genres. In addition, students will learn to use digital imaging software such as Photoshop to manipulate photographs and create visual effects. These specialist software programs are relevant to current industry practices, and students will present a portfolio based on a range of themes developed through the semester.

Assessment
Assessment is based on the development and production a folio of digital works including:

- 2D animation - creating animations and the production process
- Studio and outdoor photography - photography folio illustrating a range of genres
- Examination – 90 minutes
Art

This course is designed to give students a variety of experimental and technical challenges in traditional and contemporary art forms. This will help them to develop their individual creative and expressive artmaking practices. Students will undertake two main areas of study during the semester. Each area of study consists of five key stages: explore, develop, refine, resolve, and present. To achieve this, students will develop skills in art-related research, generating ideas, using aesthetic qualities, and technical studio practices.

Students will also explore the individual style and practices of some significant artists from the modern movement and contemporary street artists. They will develop their visual literacy skills by recognising, analysing and comparing artworks. It is expected that students will have up to one-and-a-half hours of homework each week, including tasks such as research, concept development, annotation, and visual literacy tasks that support their practical work and prepare them for the end of semester examination.

Folio

Students develop a folio of major works which will include drawing, painting and mixed media (stenciling, spray painting, collage and markers).

Smaller experimental works will also be completed within each area of study.

Visual Diary

The visual diary is an essential part of the course and assessment. At the end of each unit of work, all stages of research, conceptual development, design, and production must be compiled and presented in this format for final assessment. Students will be provided feedback throughout each unit of work to guide them on the construction of this form of learning.

Assessment

Assessment criteria for each area of study will include all aspects of the research, design and production of each artwork, in keeping with practices currently used in senior years. There will be an examination at the end of the semester that focuses on students' visual literacy skills, responding to questions on the artists, styles and art forms studied.

Year 9 Art is recommended for progression to year 10 Art, Media, and Visual Communication Design.
Two drama courses are offered at year 9:
Semester 1: Naturalism and Character
Semester 2: Non-Naturalistic Storytelling

The year 9 drama course aims to develop and extend
the skills and knowledge covered at a basic level
in year 8. Students are introduced to basic acting,
movement and performance techniques, with
an emphasis on developing creativity, clarity and
conviction in presentations.

These electives will appeal to students who enjoy
working practically and creatively, are interested
in artistic concepts and human behaviour, have an
appreciation for aesthetics, and enjoy performance.
The style of learning in this subject is unique in that
it involves a large degree of physical activity, creative
input and social interaction. Interpersonal skills are
an important facet of this subject, and are as valuable
in real life as they are on the stage. Self-presentation,
awareness, expression, discipline and empathy are also
developed through the study of drama.

This elective may benefit students contemplating a
career that involves strong communication skills as
well as careers in the arts.

Naturalism and Character
Topics include: improvisation, focus and the
theatre, naturalism, character development,
subtext, monologues, elements of movement, and
performance.

Practical tasks include: improvisation tasks, a group
performance from a chosen naturalistic script, a
scripted dialogue performance focusing on subtext,
class presentations of short, group-devised movement
performances, and a self-devised monologue
performance.

Non-Naturalistic Storytelling
Topics include: storytelling, non-naturalism, ensemble
building, movement, manipulation of time and space,
and a Big Experience performance.

Practical tasks include: group devised storytelling
performance, non-naturalistic ensemble performance,
a group devised performance in a chosen non-
naturalistic style, and a performance based on the Big
Experience.

In general, Drama will be studied in a variety of forms:
character workshops, development of short dramatic
scenes, the rehearsal and performance of scripts,
improvisation and acting exercises, as well as theatre
sports games. Students are required to keep a Drama
journal in which they will record information from
class, evaluate performance work, and file scripts and
notes.

Assessment is based on drama composition and
performance, the journal, performance reviews, a
written examination, and a practical performance.
Food Science

Food Science investigates food from around the world with a focus on Asia. It aims to promote healthy eating by gradually shifting, where necessary, students’ food preferences and choices in the direction of the principles of the Healthy Eating Pyramid.

Topics covered in this elective unit include:
- Practical food skills and knowledge, including food preparation, time management, safe use of equipment and appliances, and food hygiene
- Simple meals – using vegetables, fruits, cereals and meat with a focus on Asian cuisine
- Baking – sweets, pastry, biscuits and cakes
- Quick and healthy snack foods
- Nutrition – food nutrients and exercise levels required for optimal health and development
- Making healthy food choices – food selection models and their application

Students undertake a variety of practical tasks that serve to reinforce the knowledge gained throughout the course, whilst developing the practical food preparation skills required for cooking a range of cuisines.

Assessment
The following tasks will be used to assess student work:
- Production – organisation, practical application, time management
- Research tasks
- Examination

Food Science can be chosen for one semester only. The study of Food Science at year 9 level provides an excellent foundation for future studies in both Health and Human Development, and Food Studies.
Games Creation is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games. The aim of the unit is for students to become accustomed to the coding environment and to take industry-relatable steps in software development using games creation.

The course covers the following software types:
- Object-orientated programming (Game Maker)
- Scripting coding language (Python)
- Simple graphics editing software used to create and manipulate digital images as sprites

The Problem Solving Methodology is the industry standard and used in VCE studies, and its application is relevant to those who wish to take their Digital Technologies studies further into year 10 and beyond. Course requirements will comprise teacher-directed classes and a set of self-paced exercises designed to progressively develop skills and computerisation thinking. While all students will be expected to reach a prescribed level of competency, the nature of the course enables students to develop at their own pace and provides scope for extension for more able and diligent learners.

This course is suitable for students with little or no exposure to the applications listed above.

Assessment
Assessment will be based on the level of skills acquired in each software application and the student's ability to apply those skills in a problem-solving situation. This will be determined from folio or class work, skills tests, and the quality of the major projects.

Projects
- Game Maker: two multi-level games
- Python: text-based game

Tests
- Python coding
- Semester examination

Folio
- Game Maker
- Python

Pathways
Games Creation provides a pathway to further studies in areas such as computer science, software development and digital graphics.
Globalisation

The Globalisation elective will explore the following two topics:

1. Government and democracy
2. Globalisation

**Government and Democracy**
Students will examine the values and key features of Australia’s system of government compared with at least one other system of government in Asia. They will be able to explain the Australian government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.

Students will be required to interview people with connections to a country in Asia to compare the values they associate with the system of government in that country, with those of Australia. They will be able to understand Australia’s participation in Asia and internationally, for example through exchange programs, peacekeeping, election monitoring, health programs, and disaster management.

Students will be able to identify Australia’s involvement with the United Nations, for example representation in the organisation and adherence to conventions and declarations that Australia has ratified.

**Globalisation**
Students will be able to define ‘globalisation’ and explore its benefits for Australia. They will consider the effects of globalisation on Australian industries, such as the car manufacturing industry. Students will investigate Australia’s relationship with China as a trading partner with respect to goods and services, as well as studying other major trading relationships with Asia such as Japan, Singapore, Thailand, Korea and Malaysia. Students will develop an understanding of foreign investments in Australia.

**Assessment**
Home learning exercises, class tests, assignments and semester examination
Literature

The study of literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider them in light of their own understanding and life experience. Texts are valued for their use of language to recreate and interpret experience imaginatively. Students study challenging and layered texts drawn from a range of genres such as poetry, drama, prose and film.

Aims
- To develop an enjoyment of literature
- To encourage students to read widely and independently
- To develop an understanding of the variety of human experience and a critical appreciation of our culture and the cultures of others, past and present, as it is represented in literature
- To extend students' understanding of the different ways in which literary texts are constructed
- To encourage students to read closely and critically
- To develop the skills and knowledge required to respond creatively to literature

This course will teach students how to think creatively and analytically.

Content
Texts form the basis of study. Some texts analysed closely in previous years include:
- An extensive collection of poetry, including poems by Sylvia Plath, ee cummings, Judith Wright and William Blake, as well as contemporary performance poetry
- Short stories dealing with a variety of themes from authors such as Nam Le, Margaret Atwood and Ernest Hemingway
- The study of postmodernism and parody through film adaptations such as The Princess Bride
- The examination of humour through plays such as The Importance of Being Earnest by Oscar Wilde

Assessment
A variety of tasks will form the assessment. These may include creative responses, passage analysis and analytical essays. There will be the opportunity to refine oral communication skills through class discussions and oral presentations.
Music: Performance and Styles

Music: Performance and Styles will provide students with time to perform, compose and create, while building musicianship skills.

In this course students will develop their music performance skills, both individually and as part of an ensemble. There will be a focus on developing aural and theory skills. Students will explore a range of music from different genres through listening and analysis. Students will also develop their composition skills using different approaches, including music technology.

It is important to note that students wishing to undertake this subject must be having private instrumental or singing lessons, either within or outside the College, as performance skills are an integral part of the classes. This subject will help to prepare students with the background concepts for the study of music at IBDP or VCE level.

Please note this subject will run in both semesters when there are sufficient numbers. Students are able to elect Music Performance and Styles for both semesters, as the content will vary. While one semester will focus on music theatre, the other semester will focus on music of other cultures.

Content
- Composition in groups or individually
- Performances as a soloist and in a group
- Listening to and exploring different genres of music
- Development of musicianship skills

Assessment
- Performance
- Composition
- Musicianship
- End-of-semester examination
Music: Recording, Composing and Performing aims to develop creative thinking, problem solving and technology skills, using the project-based learning model. Students build skills using music technology to compose, create, perform and produce musical works. During the course students will produce three negotiated musical products and participate in workshops designed to build their skills in composition and in using the music technology platforms of Sibelius, GarageBand and Pro Tools.

Students will be able to explore various approaches to composing and a range of different techniques used when recording music performance. It will help provide students with the background for the study of music at IBDP and VCE level. Completion of the year 8 Recording Studio elective subject would be of benefit, but is not essential.

Assessment

- ability to use music technology
- three negotiated musical products
- Pro Tools examination
STEM: Design, Build and Program a Robot

This course integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, electronics and programming to build a working robot that addresses a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and hands-on construction.

Students will address topics and challenges in the following areas:

- Plan and design:
  - What is it?
  - What must it be able to do?
  - Which design features will it incorporate?

- Modelling and refinement:
  - Making a prototype
  - Testing the prototype and making changes
  - Refining ideas and constructing a fully-functional final product

Assessment

- Engineering report: background research, specifying requirements, design process, testing and evaluation
- Final model - how well the product works to solve the problem
- End-of-semester examination

Creative students with an interest in design, construction and programming will enjoy this course. Many new occupations and career paths require STEM skills. Accordingly, this course offers students excellent preparation for life beyond secondary and tertiary education.
This course aims to develop students’ abilities to design and make products using textile materials and processes. Students will gain experience operating sewing machines and overlockers to produce quality products, building sustainable life skills. This course follows on from year 8, but is accessible for new students.

**Garment Construction and Production Journal**
Students will design and construct a contemporary garment, having selected a pattern from the commercial ranges available. They will learn how to read and use paper patterns, making only minor alterations if necessary. After negotiations with the teacher, students will be required to purchase fabrics, notions and patterns from local retail outlets to fulfil the design tasks.

Students will maintain detailed records of research, design and construction as they relate to the chosen garment. These will be presented in the form of instructions that are user-friendly for their peers and will reflect any alterations to the process or product that took place. They will include fashion illustrations, diagrams, reports, and presentations.

**Design Communications**
Students will explore vintage fashion, researching the social context of fashion between the 1920s and 1960s. They will explore styles and silhouettes, identifying the trends of each decade. Students will produce a collage for each decade and develop their technical drawing skills as they learn how to illustrate fashion on figure templates. These technical drawings will be enhanced with annotations explaining the design features and proposing materials, trims and fibres. Students will develop further design communication skills through descriptive and analytical writing about fashion collections and products.

**Assessment**
- Sewing and construction skills
- Garment construction and journal
- Design communications skills
- Examination

This subject provides skills and experiences that may be of benefit during senior studies in year 10 Art, IBDP Visual Arts, VCE Studio Arts, VCE Visual Communication Design, and IBDP Studio Art. It is also of relevance for future study in areas such as fashion design, merchandising, marketing and retail, advertising, and interior and textiles design.
Visual Communication Design

Visual Communication Design in year 9 seeks to foster students’ visual and creative abilities. The course develops students’ critical eye for design and analysis, confidence in aesthetic judgement, and ability to respond to a brief.

Visual Communication Design directs students through an exploration of media and materials, drawing techniques, and processes of design production. The course will give students the opportunity to explore design through three major design areas such as communication, environmental and industrial.

**Folio and visual diary**

Students develop a folio of artworks that explore:

- Drawing techniques, observation and rendering
- Computer-generated images and drawing programs
- Design elements and principles
- Design process and 3D drawing
- Use of terminology through analysis
- Industry and career programs

The visual diary is an essential part of the course as it involves documenting all practical processes, ideas and design exercises.

Students’ visual diaries and finished folio works will demonstrate skills in the design process, drawing, scanning, creating digital images and printing.

Software used may include Adobe Illustrator, Photoshop and InDesign.

**Design analysis**

Students will learn the language of design through investigation, exploration and discussion about their own work and the work of designers.

Students will also complete an end-of-semester examination.
## Victorian Certificate of Education Course

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# International Baccalaureate Diploma Programme

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<td><strong>Science</strong></td>
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<td>Economics&lt;br&gt;Geography&lt;br&gt;History&lt;br&gt;Psychology</td>
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<td><strong>The Arts</strong></td>
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<td><strong>Other compulsory components</strong></td>
<td>Theory of Knowledge (TOK)&lt;br&gt;CAS (Creativity/Action/Service)</td>
<td>Theory of Knowledge (TOK)&lt;br&gt;CAS (Creativity/Action/Service)&lt;br&gt;Extended Essay</td>
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