# VCE - Units 1 & 2 Course Selection Handbook
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Message</td>
<td>5</td>
</tr>
<tr>
<td>Careers Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Choosing a Career</td>
<td>6</td>
</tr>
<tr>
<td>Careers Introduction Continued</td>
<td>7</td>
</tr>
<tr>
<td>How your work will be assessed in Units 3 &amp; 4</td>
<td>7</td>
</tr>
<tr>
<td>Careers Introduction Continued</td>
<td>8</td>
</tr>
<tr>
<td>What is VCE? (Victorian Certification of Education)</td>
<td>8</td>
</tr>
<tr>
<td>Victorian Certificate of Applied Learning (VCAL)</td>
<td>9</td>
</tr>
<tr>
<td>Units 1 &amp; 2 offered at St Albans Secondary College</td>
<td>10</td>
</tr>
<tr>
<td>Units 3 &amp; 4 offered at St Albans Secondary College</td>
<td>11</td>
</tr>
<tr>
<td>VCE Units offered at St Albans Secondary College</td>
<td>12</td>
</tr>
<tr>
<td>Year 11 Proposed Choice of VCE Units</td>
<td>13</td>
</tr>
<tr>
<td>Likely Sequences of Units 3 &amp; 4 to be Taken</td>
<td>15</td>
</tr>
<tr>
<td>Arts</td>
<td>16</td>
</tr>
<tr>
<td>Drama</td>
<td>16</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>17</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>18</td>
</tr>
<tr>
<td>Commerce</td>
<td>19</td>
</tr>
<tr>
<td>Accounting</td>
<td>19</td>
</tr>
<tr>
<td>Business Management</td>
<td>20</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>23</td>
</tr>
<tr>
<td>Literature</td>
<td>24</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>25</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>25</td>
</tr>
<tr>
<td>Physical Education</td>
<td>26</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>27</td>
</tr>
<tr>
<td>Australian &amp; Global Politics</td>
<td>27</td>
</tr>
<tr>
<td>Geography</td>
<td>28</td>
</tr>
<tr>
<td>History - 20th Century</td>
<td>29</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>30</td>
</tr>
<tr>
<td>Information Technology</td>
<td>30</td>
</tr>
<tr>
<td>LOTE</td>
<td>31</td>
</tr>
<tr>
<td>French</td>
<td>31</td>
</tr>
<tr>
<td>Italian</td>
<td>32</td>
</tr>
<tr>
<td>Japanese (2nd Language)</td>
<td>33</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>34</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics Pathways from Year 9 to Year 12</td>
<td>35</td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>36</td>
</tr>
<tr>
<td>General Mathematics A</td>
<td>37</td>
</tr>
<tr>
<td>General Mathematics B</td>
<td>38</td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td>39</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>40</td>
</tr>
<tr>
<td>Biology</td>
<td>40</td>
</tr>
<tr>
<td>Chemistry</td>
<td>41</td>
</tr>
<tr>
<td>Physics</td>
<td>42</td>
</tr>
<tr>
<td>Psychology</td>
<td>43</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>44</td>
</tr>
<tr>
<td>Design &amp; Technology – Woodwork</td>
<td>44</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>45</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION TRAINING - 2015</td>
<td>46</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION &amp; TRAINING (VET)</td>
<td>47</td>
</tr>
</tbody>
</table>

**What are the advantages in enrolling in a VETIS course?**
<table>
<thead>
<tr>
<th>VET - ARTS</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Music</td>
<td>48</td>
</tr>
<tr>
<td>VET - INFORMATION TECHNOLOGY</td>
<td>49</td>
</tr>
<tr>
<td>Certificate III in Information Technology</td>
<td>49</td>
</tr>
<tr>
<td>VET - HEALTH &amp; PHYSICAL EDUCATION</td>
<td>50</td>
</tr>
<tr>
<td>Certificate III in Sport &amp; Recreation</td>
<td>50</td>
</tr>
<tr>
<td>VET - TECHNOLOGY</td>
<td>51</td>
</tr>
<tr>
<td>Certificate III in Applied Fashion Design &amp; Technology</td>
<td>51</td>
</tr>
<tr>
<td>Certificate III in Hospitality</td>
<td>52</td>
</tr>
<tr>
<td>INTERVIEW FORM</td>
<td>53</td>
</tr>
<tr>
<td>NOTES</td>
<td>54</td>
</tr>
</tbody>
</table>
We are pleased to present this VCE Handbook as a part of the school's Managed Individual Pathways (MIP's) program to assist students in their selection of suitable courses and pathways.

The Handbook contains up to date information on the content of VCE Units to be offered in 2015 at this school, as well as the requirements needed to satisfactorily complete each Unit of work.

This Handbook is only a guide to students, and should be used in conjunction with advice from the Careers / MIP’s Coordinator and the Course Counselling Team.

Kerrie Dowsley
Principal
Choosing a Career

It is not unusual to be undecided about your career goals. You should not feel anxious about this. To help you clarify the direction that is right for you, you may find some of the following ideas useful.

1. **Talk to People** - A good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.

2. **Work Experience** - This can give you an insight into the world of work and an awareness of whether a particular job is right for you. Year 10 students do work experience the last two weeks of term two.

3. **Vocational Guidance** - There are people who can offer you specialised help in the careers area. Begin by visiting the Careers Room and talking to your Careers teacher at school.

4. **Check out the following web pages:**
   - My Future [www.myfuture.edu.au](http://www.myfuture.edu.au)
   - VTAC Course Link (free service) [www.vtac.edu.au](http://www.vtac.edu.au)

How your work will be assessed in Units 1 & 2

1. **Learning Outcomes**

   You will receive "S" (for "satisfactorily completed") or "N" (for "not satisfactorily completed") for each unit depending on whether or not you satisfactorily complete ALL the learning outcomes. This is why learning outcomes are important. They are designed as a "set" to cover all aspects of the unit, so if you fail to complete one of them you cannot be considered to have completed the unit.

2. **Assessment Tasks**

   In Units 1 and 2 there will be a system of graded assessment based on Assessment Tasks. These assessments will also be included on your results.

   The idea is to assess not just the work done in one exam, but the work done for a series of three or four tasks.

   You will get a grade for each assessment task, instead of one grade for the unit as a whole. There will be a scale of five grades (A-E). Instead of a grade, you could receive a "UG" (which stands for "Ungraded" meaning that you haven't done enough work or work of sufficient quality to get a grade) and "NA" (which stands for "Not Assessed" and means that you haven't done the assessment task).
Careers Introduction Continued

How your work will be assessed in Units 3 & 4

1. **Satisfactory Completion of a Unit**

   You will receive "S" (for "Satisfactorily Completed") or "N" (for "Not Satisfactorily Completed") for each unit depending on whether or not you satisfactorily complete ALL the learning outcomes. If you complete them properly your efforts and achievements will be rewarded. They are designed as a "set" to cover all aspects of the unit, so if you fail to complete one of them you cannot be considered to have completed the unit.

2. **Levels of Performance**

   In Units 3 and 4 there will be a system of graded assessment. These assessments will also be included on your results.

   In every study one or more of the assessments will take the form of a shortened exam. This assessment will be assessed by external examiners. The rest of the assessments will be assessed initially by the school. The grades given to pieces of work will be checked by panels of teachers supervised by an independent chairperson.

3. **How each Assessment will be Graded**

   You will get a grade for each assessment, instead of one grade for the unit as a whole. There will be a scale of five grades (A-E) with two levels in each grade. The symbols used to report assessments will be A+, A, B+, B, C+, C, D+, D, E+, E.

   Instead of a grade, you could receive an "UG" (which stands for "Ungraded" meaning that you haven't done enough work or work of sufficient quality to get a grade) and "NA" (which stands for "Not Assessed" and means that you haven't done the assessment).

Enquires about the contents of this booklet should be made to:

- Mr J Kortuem - Careers Teacher
- Ms J Bird - Senior Sub School Leader
- Ms A Woods – Assistant Senior Sub School Leader
- Ms A Langley- Senior Sub School Coordinator
- Mr R Krysinski - Senior Sub School Coordinator
- Learning Area Coordinators
What is VCE? (Victorian Certification of Education)

VCE is a 2 year course that all students in Years 11 and 12 will take to complete secondary education. Students in Year 11 will commence a program of VCE units over 2 years at levels 1, 2, 3, 4.

Selecting a VCE Course of Study

Student enrolling in VCE need to ensure their selections include:

- 4 units of English Studies
- 3 units of 3 and 4 sequences apart from English Studies

Remember: 1 unit = 2 terms/1 semester

In order to obtain a Victorian Certificate of Education (VCE), students must satisfactorily complete 16 units over the two year period. Students must satisfactorily complete 3 units of English Studies. For entry to university students must obtain a pass in Units 3 and 4 English Studies. Students must also satisfactorily complete 3 other 3/4 sequences.

What is VET? (Vocational Education & Training)

VET is a term used to describe education and training arrangements designed to prepare young people for work. The provision of VET programs enables students to undertake accredited vocational education studies within their senior secondary program. For more information see pages 45 - 51.

Choosing your course

It is important that you maintain a variety of subjects or types of subjects as:

(i) Your own career aims may change;
(ii) Pre-requisite and demands of tertiary may change;
(iii) You may not be able to enter the particular field or course of study of your choice.

Therefore it is important to KEEP YOUR OPTIONS AS OPEN AS POSSIBLE.

There are 3 factors that should be considered when deciding on subjects:

1. Do you have some ability in the type of subject?
2. Do you enjoy that field of study?
3. How does it relate to your career intentions?

Remember, talk to your present teachers about your selection of units.

The subjects you select will, to some extent, determine what you are able to do after leaving school.
Victorian Certificate of Applied Learning (VCAL)

VCAL is the hands-on alternative to VCE for Years 11 & 12 students. This course will help you develop skills such as communication and teamwork that lead on to employment, perhaps in an apprenticeship, a traineeship or on to further training in TAFE.

Who should choose VCAL?

- Students who do not want to study in university.
- Students who are seeking to work in an apprenticeship such as carpentry, plumbing, fitting & turning, refrigeration, hair & beauty, hospitality, motor mechanics and many more.
- Students who want to study a TAFE course.
- Students who are seeking a traineeship in health care, retailing or business administration.
- Students who are interested in school-based apprenticeships.

The usual week for a VCAL student involves:

- One day in a Work Placement (work experience).
- One day studying for a VET Certificate or TAFE Certificate that relates to the work you want to do.
- Three days at school studying:
  - Literacy - Developing writing and reading skills to help students to take their place in the workforce.
  - Developing oral skills to improve students' communication.
  - Numeracy - Mathematics relevant to life skills and the world of work.
  - Personal Development - Team building, Leadership, Projects relevant to the workplace (e.g. design, development, publicity, organisation and production of community projects)
  - Work Related Skills - Occupational Health & Safety, Resumes, Preparation for the world of work, Work placement and on-going monitoring of students' progress

The Costs Involved?

As well as your usual Education Resources Charge, you will also have to pay the VET or TAFE Course fees. These vary according to the program you choose.

If you are interested in VCAL, what should you do?

After speaking with your parents about this, see Ms Lynch for more information about the course. VET and TAFE fees must be paid in advance.
Units 1 & 2 Offered at St Albans Secondary College

- Accounting
- Australian and Global Politics
- Biology
- Business Management
- Chemistry
- Design & Technology (Woodwork)
- Drama
- English
- English as an Additional Language (EAL)
- Food & Technology
- Geography
- Health & Human Development
- History - 20th Century
- Information Technology
- Legal Studies
- Literature
- LOTE
  - French
  - Italian
  - Japanese
  - Vietnamese
- Mathematics
  - Foundation Mathematics
  - General Mathematics A
  - General Mathematics B
  - Mathematical Methods (CAS)
- Physical Education
- Physics
- Psychology
- Studio Arts
- VCAL (Victorian Certificate of Applied Learning)
- VET - Certificate III in Applied Fashion Design & Technology
- VET - Certificate III in Hospitality
- VET - Certificate III in Information Technology
- VET - Certificate III in Music
- VET - Certificate III in Sport & Recreation
- VET Brimbank Cluster Subjects (See Handbook)
- Visual Communication Design

All units offered are dependent on sufficient numbers of students enrolling for the class to be timetabled. If not enough students choose a particular subject, it will be withdrawn from offer. Students will then be asked to select an alternative unit.
Units 3 & 4 Offered at St Albans Secondary College

- Accounting
- Biology
- Business Management
- Chemistry
- Design & Technology - Woodwork
- Drama
- English
- English as an Additional Language (EAL)
- Food & Technology
- Geography
- Global Politics
- Health & Human Development
- History – Revolutions
- Information Technology - IT Applications
- Legal Studies
- Literature
- LOTE
  - French
  - Italian
  - Japanese
  - Vietnamese
- Mathematics
  - Further Mathematics
  - Mathematical Methods (CAS)
  - Specialist Mathematics
- Physical Education
- Physics
- Psychology
- Studio Arts
- VCAL (Victorian Certificate of Applied Learning)
- VET - Certificate III in Applied Fashion Design & Technology
- VET - Certificate III in Hospitality
- VET - Certificate III in Information Technology
- VET – Certificate III in Music
- VET - Certificate III in Sport & Recreation
- Visual Communication Design

All units offered are dependent on sufficient numbers of students enrolling for the class to be timetabled. If not enough students choose a particular subject, it will be withdrawn from offer. Students will then be asked to select an alternative unit.
### VCE Units Offered at St Albans Secondary College

For further information, contact the Department Head listed.

<table>
<thead>
<tr>
<th>Units Offered</th>
<th>Learning Area Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Mr D’Aglas</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Ms Pantell</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Mr Orchard</td>
</tr>
<tr>
<td>VET - Certificate III in Music</td>
<td></td>
</tr>
<tr>
<td><strong>English / English as an Additional Language (EAL)</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Ms Adamou</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Australian and Global Politics</td>
<td>Ms Pannu</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History - 20th Century</td>
<td></td>
</tr>
<tr>
<td>History - Revolutions</td>
<td></td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Ms Herr</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Japanese (2nd Language)</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Ms Winkworth</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>VCAL</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr Lynch</td>
</tr>
<tr>
<td><strong>Commerce</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Mr Fraser</td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Mr McFarland</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>VET - Certificate III in Sport &amp; Recreation</td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>Mr Singh</td>
</tr>
<tr>
<td>Information Technology - IT Applications</td>
<td></td>
</tr>
<tr>
<td>VET - Certificate III in Information Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>Mr McIntyre</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td></td>
</tr>
<tr>
<td>General Mathematics A</td>
<td></td>
</tr>
<tr>
<td>General Mathematics B</td>
<td></td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td></td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology - Woodwork</td>
<td>Mr D’Aglas</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>Ms Coleridge</td>
</tr>
<tr>
<td>VET - Certificate III in Applied Fashion Design &amp; Technology</td>
<td>Mr D’Aglas</td>
</tr>
<tr>
<td>VET - Certificate III in Hospitality</td>
<td></td>
</tr>
<tr>
<td><strong>VET (See Cluster Handbook)</strong></td>
<td>Mr Kortuem</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12
Mathematics Pathway Recommendation Year 11 in 2015

Student Name: ______________________________ Home Group: __________

I have discussed my Mathematics Pathway with my current Year 10 Mathematics Teachers (initials): ___________ & ___________

Student Signature: ________________________________________________

Year 10 Mathematics Teachers:

I have discussed (student’s name): _______________________________ Year 10 Mathematics results with them.

In 2015, I recommend they study (please tick one):

- Mathematics Methods & GMB
- Mathematics Methods
- Mathematics Methods & GMA
- GMA
- Foundation Mathematics
- Further Mathematics (For students already in Acceleration Mathematics classes)

Teacher Name: ___________________________________________________ (Teacher 1)
Teacher Signature: ________________________________________________ (Teacher 1)

Teacher Name: ___________________________________________________ (Teacher 2)
Teacher Signature: ________________________________________________ (Teacher 2)

If I do not wish to follow my Mathematics teacher’s recommendations:

I have considered the recommendations given to me by my Mathematics Teacher and wish to act against these recommendations and study _____________________________ in 2015. I understand that I may be at risk of failing this subject and will not be guaranteed a place in an appropriate Mathematics class if I am not passing and wish to change subjects.

Student Signature: ________________________________________________
Parent Signature: ________________________________________________
# Year 11 Proposed Choice of VCE Units

**Your Name:** _______________  **Phone No.:** _______________

<table>
<thead>
<tr>
<th>VCE UNITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>LOTE - French</td>
</tr>
<tr>
<td>Australian and Global Politics</td>
<td>LOTE - Italian</td>
</tr>
<tr>
<td>Biology</td>
<td>LOTE - Japanese (2nd Language)</td>
</tr>
<tr>
<td>Business Management</td>
<td>LOTE - Vietnamese</td>
</tr>
<tr>
<td>Chemistry</td>
<td>LOTE - (Any language outside school)</td>
</tr>
<tr>
<td>Design &amp; Technology - (Woodwork)</td>
<td>MATHEMATICS - Foundation</td>
</tr>
<tr>
<td>Drama</td>
<td>MATHEMATICS - General Mathematics A</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>MATHEMATICS - General Mathematics B</td>
</tr>
<tr>
<td>Geography</td>
<td>MATHEMATICS - Mathematics Methods (CAS)</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Physical Education</td>
</tr>
<tr>
<td>History -20th Century</td>
<td>Physics</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Literature</td>
<td>Visual Communication Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH / EAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td></td>
</tr>
</tbody>
</table>

| VOCATIONAL EDUCATION & TRAINING at St Albans Secondary College | | |
|-----------------------------------------------------------------|---|
| Certificate III Applied Fashion Design & Technology            | |
| Certificate III in Hospitality                                  | |
| Certificate III Information Technology                         | |
| Certificate III in Music                                        | |
| Certificate III in Sport & Recreation                          | |

<table>
<thead>
<tr>
<th>YEAR 12 ACCELERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>List subject</td>
</tr>
</tbody>
</table>

If you plan to complete traditional VCE, choose six (6) studies. Indicate with ticks the studies you have chosen. **One of these studies must be EITHER English or EAL (English as an Additional Language).**

4 Alternative choices: ______________________ OR ______________________

______________________________ OR ______________________

(This alternative choice is required in case timetabling difficulties do not make your combination possible or if there are insufficient numbers to form a class.)

If you plan to choose VCAL, tick the one block of your choice only.
Likely Sequences of Units 3 & 4 to be taken

(You are in no way committed to this choice, but it is useful to note your thinking and may assist in forward planning).

a. ENGLISH UNITS 3 & 4
b. _______________________________ UNITS 3 & 4
c. _______________________________ UNITS 3 & 4
d. _______________________________ UNITS 3 & 4
e. _______________________________ UNITS 3 & 4

If you do not proceed with one of these five sequences you have listed, the most likely alternative choice is:
f. _______________________________ UNITS 3 & 4

(Normal course is 5 studies of 10 units)

Please tick this box if, at this stage, you do not intend returning to St Albans Secondary College. Please note that this does not constitute an official indication to the school of an intention to withdraw from school.

Destination if not returning__________________________________________

Signature of Parent/Guardian: _______________________________________

REMEMBER

1. Please make sure you bring your booklet with you for your counselling session.

2. Students must have parent/guardian signature before counselling session begins.

3. Counselling for all students will be held on Thursday 7 August.

4. Check your appointment time carefully.
ARTS

Drama

Unit 1: Dramatic Story Telling
The unit is designed to assist students to build understanding of the process for creating, interpreting and presenting a performance. Students explore and present performances of selected group or solo works using naturalistic and non naturalistic styles.

Areas of Study
- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 1 Outcomes: On completion of this unit the student should be able to:
- Use play making techniques to devise and develop group or solo performances based on a range of stimulus. They will have documented their play-making process.
- Demonstrate their performance skills specifically expressive skills, theatrical conventions and stagecraft.
- Analyse the development and performance of their own works created during outcome 1 and 2.
- Analysing performance techniques, conventions, styles, stagecraft and dramatic elements used in performances presented by other practitioners.

Unit 2: Creating Australian Drama
The focus of this unit is the documentation of the development of an ensemble or solo performance based upon a current or historic Australian person, place, issue or event. The unit includes analysis of the student’s own work and choices of performance style, technique and stagecraft.

Areas of Study
- Using Australia as inspiration
- Preparing a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

Unit 2 Outcomes: On completion of this unit the student should be able to:
- Using a range of stimulus such as books, historic accounts, documentaries, plays and film as starting points to create a solo or ensemble performance that demonstrates an Australian context.
- Presenting a drama performance to a select audience. Students demonstrate effective use of dramatic elements, stagecraft and theatrical conventions during their performance.
- Students identify, analyse and evaluate the creative techniques, characterizations and development of their own or fellow students performance including stagecraft, use of elements and dramatic conventions.
- Students use drama terminology to analyse, evaluate, and describe performance. They comment upon the use of conventions, elements, styles and stagecraft of a professional or local amateur performance. The chosen play should have an Australian context.

Please note that there is a charge attached to this subject of $200 per year to cover the costs of productions and camps.
ARTS

STUDIO ARTS

Unit 1: Artistic Inspiration & Techniques
The unit is designed to assist students to identify and utilize a range of stimulus materials when generating ideas for the creation of artworks. Students explore what has inspired artists from different times and cultures and how they interpreted their inspiration to make artworks. Art media is explored and experimented with in preparation for creating artworks.

Areas of Study
- developing art ideas
- materials and techniques
- Interpretation of art ideas and use of materials

Unit 1 Outcomes: On completion of this unit the student should be able to:
- Document sources of inspiration and explain which elements have inspired them to create artworks. They should also be able to discuss how artists get inspired and what they do in order to create artworks.
- Students demonstrate in their workbook that they can used a range of art making materials appropriately.
- Students compare and contrast artworks and discuss what inspired the artists who made them.

Unit 2: Design Exploration & Concepts
The focus of this unit is the development of a design process for the creation of a folio of finished artwork.

Areas of Study
- Design exploration
- Ideas and styles in artworks

Unit 2 Outcomes
Outcome 1: Design exploration
Present a focus statement (exploration proposal) explaining the subject and art materials to be explored during the unit. Evaluating resulting ideas and artwork against criteria stated in their exploration proposal.

Outcome 2: Focus reflection and evaluation
Analyse how elements and principles of art are used by a range of artists (tested in formal examination)

Formally examined area of the study design: Unit 1 Outcome 3, and Unit 2 outcome 2
Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students are also involved in acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students review the contextual background of visual communication through an investigation of design styles.

Areas of study
• Drawing as a means of communication
• Design elements and design principles
• Visual communication design in context

Outcomes
• To be able to create drawings for different purposes using a range of drawing methods, media and materials
• To be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes
• To be able to describe how a visual communication has been influenced by past and contemporary practices, and by social cultural factors.

Unit 2: Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process.

Areas of study
• Technical drawing in context
• Type and imagery
• Applying the design process

Outcomes
• Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field
• To be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright
• To be able to engage in stages of the design process to create a visual communication appropriate to a given brief.
COMMERCE

ACCOUNTING

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Areas of Study
- Going into business
- Recording and reporting accounting data and information

Outcomes
- On completion of this unit the student should be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
- On completion of this unit the student should be able to identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Areas of Study
- Recording and reporting accounting data and information
- ICT in accounting
- Evaluation of business performance

Outcomes
- On completion of this unit the student should be able to record and report financial data and information for a sole trader.
- On completion of this unit the student should be able to record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.
- On completion of this unit the student should be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.
Unit 1:
It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Area of Study
- Examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia.
- Examine the performance of a business using a range of measures including key performance indicators.
- Examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth.

Unit 1 Outcomes
- To explain a set of generic business characteristics and apply them to a range of businesses.
- To apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
- To discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Unit 2:
This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered. Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience, such as employees, suppliers or customers. Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

Areas of Study
Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

Unit 2 Outcomes
- To explain, apply and justify a range of effective communication methods used in business related situations.
- To apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.
- To apply public relations strategies to business related situations and analyse their effectiveness.
Unit 1: Criminal Law & Justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Areas of Study
- Investigation of the importance of criminal law and the nature of criminal liability.
- The role of the police in a criminal investigation and the procedures of a criminal trial.
- Explore the objectives of criminal sanctions, the effectiveness of such penalties and the fairness of the criminal justice system.
- The Victorian court hierarchy, its personnel and the adversary system of trial.
- Investigate the role of the jury in criminal trials.
- Explore some of the difficulties faced by people in gaining access to the legal system.

Unit 1 Outcomes
- On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision.
- On completion of this unit the student should be able to evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

Unit 2: Civil Law & the Law in Focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. Students have the opportunity to explore a specific areas of law and to analyse contemporary legal issues.

Areas of Study
This area of study focuses on an investigation of the enforcement of civil rights and a comparison with the criminal process of trial.
- Evaluate civil processes and the way in which they protect individual rights.
- Focus on civil procedures and the role of the jury in civil dispute resolution.
- Compares alternative methods of dispute resolution with litigation as the means of enforcing civil rights.

Unit 2 Outcomes
On completion of this unit the student should be able to
- Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
- Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
- Examine one or more specific areas of law.
- Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society.
The focus of this unit is on the reading of a range of text types, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Areas of Study
- Reading and responding
- Creating and presenting
- Using language to persuade

Unit 1 Outcomes
- Identify and discuss key aspects of a set text, and to construct a response in oral or written form. Analyse how a selected text constructs meaning and conveys ideas and values.
- Create and present texts taking account of audience, purpose and context. Create written texts, drawing on ideas suggested by a chosen context.
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. Analyse the use of language in an issue currently debated in the media and present.

Unit 2 Outcomes
- Analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form. Develop and justify a detailed interpretation of a selected text.
- Create and present texts taking account of audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.
ENGLISH

ENGLISH AS AN ADDITION LANGUAGE (EAL)

Units 1 & 2
The focus of this unit is on the reading of a range of text types, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written and oral texts.

Areas of Study
- Reading and responding
- Creating and presenting
- Using language to persuade

Unit 1 Outcomes
- Identify and discuss key aspects of a set text, and to construct a response in oral or written form. Analyse how a selected text constructs meaning and conveys ideas and values.
- Create and present texts taking account of audience, purpose and context. Create written texts, drawing on ideas suggested by a chosen context.
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. Analyse the use of language in an issue currently debated in the media and present.

Unit 2 Outcomes
- Analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form. Develop and justify a detailed interpretation of a selected text.
- Create and present texts taking account of audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Additional Information
Students are entitled to the EAL program if they have been in Australia for 7 years or less OR there are circumstances requiring special consideration. Students study the same course as other Year 11 students, and are assessed according to the assessment criteria set out by the Victorian Curriculum and Assessment Authority.
ENGLISH

LITERATURE

Unit 1:
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Areas of Study
- Readers and their responses
- Ideas and concerns in texts
- Interpreting non-print texts

Unit 1 Outcomes
- To discuss how personal responses to literature are developed and justify their own responses to one or more texts.
- To analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
- Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2:
The focus of this unit is on student’s critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Areas of Study
- The text, the reader and their contexts
- Comparing texts

Unit 2 Outcomes
- Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
- Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.
HEALTH & PHYSICAL EDUCATION

HEALTH & HUMAN DEVELOPMENT

Unit 1: The Health & Development of Australia’s Youth
This unit introduces students to the concepts of health and individual human development of Australia’s youth. It focuses on the differing methods for measuring health status including: life expectancy, incidence, prevalence, trends, morbidity, mortality, disability adjusted life year (DALY) and burden of disease. It acknowledges that individual human development is a lifelong process involving orderly and predictable changes to physical, social, emotional and intellectual health and development. It looks at the importance of nutrition for the provision of energy and growth, as well as food behaviours and how these impact on youth. It finally examines health issues experienced by youth and analyses personal, community and government strategies that aim to reduce morbidity and mortality caused by these issues.

Areas of Study
- Understanding health and development
- Youth health and development
- Health issues for Australia’s youth

Outcomes
- Describe the dimensions of and interrelationship within and between health and individual human development, including the different measurements of health.
- Describe and explain the determinants of health and the importance of nutrition on youth health and individual human development.
- Outline issues relevant to Australia’s youth and analyse specific strategies that have an impact on youth health and development.

Unit 2: Individual Human Development & Health Issues
This unit focuses on the lifespan stages of childhood and adulthood. Students explore the determinants of health and development of Australia’s children; including the crucial aspect of the social environment within the family and community as children develop through their relationship with others. When studying the period of adulthood the health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments. Finally, this unit investigates that health is constantly changing with many emerging issues that impact on Australia’s health and development. These issues include: an ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.

Areas of Study
- The health and development of Australia’s children
- Adult health and development
- Health issues

Outcomes
- Describe and explain the factors that affect the health and individual human development of Australia’s children.
- Describe and explain the factors that affect the health and individual human development of Australia’s adults.
- Analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

Unit 1: Bodies in Motion
This unit explores how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide muscles with the energy required for movement and the basic characteristics of each pathway.

Areas of Study
- Body systems and human movement
- Biomechanical movement principles
- Technological advancements from a biomechanical perspective or Injury prevention and rehabilitation

Unit 1 Outcomes
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

The student should be able to explain how to develop and refine movement in a variety of sporting actions through the applications of biomechanical principles.

Unit 2: Sports Coaching & Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Areas of Study
- Effective coaching practices.
- Physically active lifestyles.
- Decision making in sport or Promoting active living

Unit 2 Outcomes
On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach. The student should also be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Please note that there is a charge attached to this subject of $31 per year which covers the cost of selected activities.
Unit: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Areas of Study
- Power, politics and democracy
- Exercising and challenging power

Outcomes
- On completion of this unit the student should be able to describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy
- On completion of this unit the students should be able to explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

Unit 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to the issues of global conflict and instability.

Areas of Study
- Global Threads
- Global cooperation and conflict

Outcomes
- On completion of this unit the student should be able to identify the ways in which the lives of citizens on the twenty first century are interconnected globally
- On the completion of this unit the student should be able to describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies
Unit 1: Natural Environments
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Areas of Study
- Characteristics of natural environments
- Changes in natural environments

Outcomes
- On completion of this unit the student should be able to describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.
- On completion of this unit the student should be able to analyse and explain the changes in natural environments due to natural processes and human activity.

Unit 2: Human Environments
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Areas of Study
- Characteristics of human environments
- Changes in human environments

Outcomes
- On completion of this unit the student should be able to describe and explain the geographic characteristics of different types of rural and urban environments.
- On completion of this unit the student should be able to analyse and explain changes due to human activities in rural and urban environments.
History - 20th Century

Unit 1: Twentieth Century History 1900-1945
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East. Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people's lives.

Areas of Study
- Crisis and conflict
- Social Life
- Cultural Expression

Outcomes
- On completion of this unit the student should be able to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.
- On completion of this unit the student should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.
- On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

Unit 2: Twentieth Century History 1945-2000
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. The study focuses on the bipolar nature of the Cold War world and the dangers of nuclear technology. Nationalist experiences in Asia give students an insight into the changing nature of the post-colonial world.

Areas of Study
- Ideas and political power
- Movements of the people
- Issues for the millennium

Outcomes
- On completion of this unit the student should be able to analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.
- On completion of this unit the student should be able to evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.
- On completion of this unit the student should be able to analyse issues faced by communities arising from political, economic and/or technological change.
Unit 1: IT in Action
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Areas of Study
- From data to information
- Networks
- ICT in a global society

Unit 1 Outcomes
On completion of this unit the student should be able to:
- select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
- recommend a networked information system for a specific use and explain possible security threats to this networked information system.
- contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Unit 2: IT Pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

Areas of Study
- Data analysis and visualisation
- Programming and pathways
- Tools, techniques and procedures

Unit 2 Outcomes
On completion of this unit the student should be able to:
- apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users' needs.
- design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
- work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.
LOTE

FRENCH

Units 1 & 2
This course is for students who have completed year 10 or equivalent in French. It will enable students to use French to communicate with others and to make cultural links. It enables students to develop an understanding of the different attitudes and values in the French speaking community in Australia and beyond. It further allows students to understand language as a system and to apply it to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 1 & 2.

Areas of Study

- Themes
  - The individual
  - The French-speaking communities
  - The changing world
- Text Types
- Kinds of Writing
- Vocabulary
- Grammar

Unit 1 Outcomes
- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Outcomes
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in spoken or written form.
ITALIAN

Units 1 & 2
This course is for students who have completed year 10 or equivalent in Italian. It will enable students to use Italian to communicate with others and to make cultural links. It enables students to develop an understanding of the different attitudes and values in the Italian speaking community in Australia and beyond. It further allows students to understand language as a system and to apply it to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 1 & 2.

Areas of Study

- Themes
  - The individual
  - The Italian-speaking communities
  - The changing world
- Text Types
- Kinds of Writing
- Vocabulary
- Grammar

Unit 1 Outcomes
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Outcomes
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in spoken or written form.
LOTE

JAPANESE (2ND LANGUAGE)

Units 1 & 2
This course is for students who have completed year 10 or equivalent in Japanese. It will enable students to use Japanese to communicate with others and to make cultural links. It enables students to develop an understanding of the different attitudes and values in the Japanese speaking community in Australia and beyond. It further allows students to understand language as a system and to apply it to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 1 & 2.

Areas of Study

- Themes
  - The individual
  - The Japanese-speaking communities
  - The changing world
- Text Types
- Kinds of Writting
- Vocabulary
- Grammar

Unit 1 Outcomes
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Outcomes
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in spoken or written form.
LOTE

VIETNAMESE

Units 1 & 2
This course is for students who have completed year 10 or equivalent in Vietnamese. It will enable students to use Vietnamese to communicate with others and to make cultural links. It enables students to develop an understanding of the different attitudes and values in the Vietnamese speaking community in Australia and beyond. It further allows students to understand language as a system and to apply it to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 1 & 2.

Areas of Study

- Themes
  - The individual
  - The Vietnamese-speaking communities
  - The changing world
- Text Types
- Kinds of Writing
- Vocabulary
- Grammar

Unit 1 Outcomes
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Outcomes
- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, and extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in spoken or written form.
MATHEMATICS

MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12
Foundation Mathematics provides for the continuing mathematical development of students who do not intend to take Unit 3 & 4 studies in VCE Mathematics.

Areas of Study
- Space, shape and design
- Patterns and number
- Handling data
- Measurement

Unit 1 & 2 Outcomes
- Confidently and competently use mathematical concepts and skills from the areas of study.
- Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
- Select and use technology to apply mathematics in a range of practical contexts.

Prerequisites
The satisfactory completion of Year 10 is required. All Mathematics subjects are offered for selection with a recommendation from your current Mathematics teacher. If you choose to select a Mathematics subject without a recommendation, a parent interview must be organised in advance of subject selection day.

NOTE: A scientific calculator is required.
General Mathematics A

Units 1 & 2
General Mathematics A provides courses of study for a broad range of students. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4.

Areas of Study
- Arithmetic
- Statistics
- Algebra
- Graphs of linear relations and linear modelling
- Geometry and trigonometry
- Matrices

Unit 1 & 2 Outcomes
- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- Be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Prerequisites
A pass in at least one of Mathematics A in Year 10.
All Mathematics subjects are offered for selection with a recommendation from your current Mathematics teacher. If you choose to select a Mathematics subject without a recommendation, a parent interview must be organised in advance of subject selection day.

NOTE: A Texas Instruments TI - Nspire Graphics Calculator is required.
MATHEMATICS

GENERAL MATHEMATICS B

Prerequisites:
Passes in both units of Mathematics A and Mathematics B with a ‘C’ or above average in Year 10.

Units 1 & 2
General Mathematics B provides a course of study in conjunction with Mathematical Methods (CAS) Units 1 & 2 for students who intend to study Mathematical Methods (CAS) Units 3 & 4. It is also useful background for students who wish to study Further Mathematics.

Note: It is not possible to study Specialist Mathematics without successfully completing General Mathematics B.

Areas of Study
- Arithmetic
- Data analysis and simulation
- Algebra
- Graphs of linear and non-linear relations
- Geometry and trigonometry

Unit 1 & 2 Outcomes
- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- Be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

NOTE:
A Texas Instruments TI - Nspire Graphics Calculator is required.

NOTE:
All Mathematics subjects are offered for selection with a recommendation from your current Mathematics teacher. If you choose to select a Mathematics subject without a recommendation, a parent interview must be organised in advance of subject selection day.
Prerequisites
Passes in both units of Mathematics A and at least one unit of Mathematics B with a ‘C’ or above average in both Mathematics in Year 10.

Units 1 & 2
Mathematical Methods (CAS) Units 1 & 2 is designed as preparation for Mathematical Methods (CAS) Units 3 & 4.

Students are expected to be able to apply techniques, routines and processes involving arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology.

Areas of Study
- Functions and graphs
- Algebra
- Rates of change and calculus
- Probability

Unit 1 & 2 Outcomes
- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
- Be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

NOTE:
A Texas Instruments TI - Nspire Graphics Calculator is required.

NOTE:
All Mathematics subjects are offered for selection with a recommendation from your current Mathematics teacher. If you choose to select a Mathematics subject without a recommendation, a parent interview must be organised in advance of subject selection day.
SCIENCE

BIOLOGY

Unit 1: Unity & Diversity
In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied. Students are encouraged to conduct practical investigations including their own design to assist them to develop knowledge and understanding and illustrate concepts.

Area of Study
- Cells in action
- Functioning Organisms

Outcomes
- To design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
- To describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit 2: Organisms & their Environment
In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals.

Areas of Study
- Adaptations of organisms
- Dynamic ecosystems

Outcomes
- Explain and analyse the relationship between environmental factors and adaptations and distribution of living things.
- To design, conduct and report on a field investigation related to the interactions between living things and their environment and explain how ecosystems change over time.
Unit 1: The Big Ideas of Chemistry
In this unit students investigate the history of our understanding of the atom, and the development of the Periodic Table. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of Chemistry in our everyday life.

Students are introduced to ‘smart’ materials, and the use of nanotechnology.

Students use the language of Chemistry, its symbols and equations to explain observations and data collected from experiments.

Area of Study
- The Periodic Table
- Materials

Outcomes
- On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.
- On completion of this unit the student should be able to use models of structure and bonding to explain the properties and applications of materials.

Unit 2: Environmental Chemistry
In this unit students investigate the importance of water and the atmosphere to maintain life on Earth. Environmental issues such as global warming, depletion of the ozone layer and algal blooms are investigated.

The principles of Green Chemistry are investigated. Students are introduced to new, cleaner and more efficient chemical processes.

Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Areas of Study
- Water
- The Atmosphere

Outcomes
- On completion of this unit the student should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
- On completion of this unit the student should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.
Unit 1:
Unit 1 focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of experiments and conceptual models.

The unit promotes the development of students’ ability to use Physics to explain phenomena and events. The use of Physics in technological and social applications is also promoted.

Areas of Study
- Nuclear and radioactivity physics
- Electricity
- A detailed study
- (previous detailed studies included Energy for the Nucleus & Sustainable Energy Sources)

Unit 1 Outcomes: On completion of this unit, the student should be able to:
- Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.
- Apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.
- The last outcome will depend on the detailed study area selected by the class.

Unit 2:
Unit 2 focuses on the application of models to more complex phenomena – motion and light developed within contexts that are familiar to students and relevant to their experiences.

The detailed studies provide opportunities to explore motion and/or light in nuclear, sustainable energy, flight, space and medical contexts.

Students continue to undertake extensive and regular experimental work in the laboratory.

The unit continues to promote the development of students’ ability to use Physics to explain phenomena and events. The use of Physics in technological and social applications is also promoted.

Areas of Study
- Movement
- Wave-like properties of light
- A detailed study

Unit 2 Outcomes: On completion of this unit, the student should be able to:
- Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
- Describe a wave model of energy transfer and apply it to light phenomena.
- The last outcome will depend on the detailed study area selected by the class.
Unit 1: Introduction to Psychology
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human behaviour from biological, cognitive and socio-cultural perspectives. They examine the contribution classical and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of developmental lifespan.

Area of Study
- What is psychology?
- Lifespan psychology

Outcomes
- On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
- On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2: Self & Others
In this unit students consider the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They examine research methods appropriate to measuring attitudes and behaviours and consider associated ethical issues in the conduct and the use of such research. Students also explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors. They compare the research methods used in the development of these theories. Students study aspects of psychological research and may apply these to their own investigations. They consider associated ethical issues including the use of standardised psychological tests.

Areas of Study
- Interpersonal and group behaviour
- Intelligence and personality

Outcomes
- On completion of this unit the student should be able to explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
- On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.
UNIT 1: DESIGN MODIFICATION & PRODUCTION

This unit focuses on the analysis, modification and improvement of a product design. An understanding of the processes used to determine which materials to use in the product is essential in product design. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Area of Study
- Redesigning an existing product
- Producing and evaluating a redesigned product

Outcomes
- The student should be able to describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
- The student should be able to use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

UNIT 2: COLLABORATIVE DESIGN

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief. In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Area of Study
- Designing as a team
- Producing and evaluating a collaboratively designed product

Outcomes
- The student should be able to individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
- Students apply techniques and processes to manufacture and assemble their team project/s designed in Outcome 1. Students need to use appropriate methods of recording production processes and modifications to production plans. They examine how design teams and individual designer-makers evaluate their use of materials, techniques and processes in transforming design options into a product range or team-designed product.
Unit 1: Food Safety & Properties of Food
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Area of Study
- Keeping food safe
- Food properties and preparation

Unit 1: Outcomes
- Explain and apply safe and hygienic work practices when storing, preparing and processing food.
- Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2: Planning & Preparation of Food
Students will investigate various methods used in the preparation, processing, cooking and presentation of foods for optimum results. Students examine tools and equipment including the latest technological developments. Students will apply a range of skills to safely and hygienically prepare and process foods. Students will examine the impact of social and cultural influences when planning and preparing foods. Students work both independently and as members of a team to research and implement solutions to a design brief.

Area of Study
- Tools, equipment, preparation and processing
- Planning and preparing meals

Unit 2: Outcomes
- Students should be able to use a range of tools and equipment to demonstrate skilled and implement processes in the preparation, processing, cooking and presentation of key foods to maximise the properties.
- Students should be able to work individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.
Vocational Education Training - 2015
Vocational Education and Training (VETIS) is the term used to describe the education and training arrangements that are designed to prepare people for work.

In Victorian schools this preparation is done by offering students the chance to complete an entry level TAFE Certificate at the same time they are completing their VCE. This means such students will end up with two qualifications recognised by employers and tertiary institutions.

What are the advantages in enrolling in a VETIS course?

There are a number of significant advantages in taking a VETIS course as part of your VCE. Here are a few:

- Students gain a nationally recognised TAFE qualification as part of their VCE program.
- Students are able to pick up skills and knowledge valued and recognised by industry.
- Statistics show that students completing VETIS courses at school have a decided advantage when securing work – particularly in arranging both Traineeships and Apprenticeships.
- The opportunity is given for students to learn skills “on the job” through work placements focusing on putting theory into practice.
- Students are able to develop their awareness of what working in a particular industry actually involves.
- All pathways are open to students completing a VETIS course when they leave school. They can apply for entry into a University Course, a TAFE course or seek to join the workforce.
- If they proceed to more advanced TAFE studies, they are usually able to gain a number of credits in related courses. This means that the number of class hours required is shortened.

If you have any questions please see Mr Kortuem in the Careers Room.
Certificate III in Music

Description: Certificate III in Music enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry.

Units 1 and 2 include preparing for performances, developing ensemble skills scored assessment and include units such as developing improvisation skills, of genre to music making and performing music as part of a group or as a soloist.

VCE VET Units 1 & 2

Unit of Competence
- Implement copyright arrangements
- Work effectively in the music industry
- Follow OH&S procedures
- Contribute to backup accompaniment
- Prepare for performances
- Develop ensemble skills for playing or signing
- Plan a career in the creative arts industry
- Work effectively with diversity

Units 3 & 4
- Develop technical skills in performance
- Develop improvisation skills
- Apply knowledge of genre to music making
- Develop and maintain stagecraft skills
- Students choose one only of the following
- Perform music as part of a group
- Perform music as a soloist
VET - INFORMATION TECHNOLOGY

Certificate III in Information Technology

The aims of the VCE VET Information Technology programs are to:

- Provide participants with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry
- Provide knowledge and skills in the use of a range of technologies
- Enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

To get a credit of five VET - IT towards completion of Certificate III in Information Technology and two VCE units at Units 1-2 level, students will need to complete the following units of competence:

- BSBOHS302B - Participate effectively in OHS communication and consultative processes
- ICCIT202A - Work and communicate effectively in an IT environment
- ICASAS301A - Run standard diagnostic tests
- ICAICT203A - Operate application software packages
- ICA WEB303A - Produce digital images for the web

NOTE: To be eligible for a full Certificate III in Information Technology, you must have completed VET Information Technology at Year 10 and complete the VET -IT Units at Year 12 level next year.

If you did not complete VET Information Technology in Year 10, you can still enrol in Certificate III in Information Technology which will give you full VCE credits and a partial credit for Certificate III.
Certificate III in Sport & Recreation

Course Aims
This program aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium / dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and event, facility maintenance and general workplace operations. This course has a strong focus on the practical aspects of the Recreation industry. The program is delivered within the school and students have the opportunity to utilise the facilities at the school.

SWL: A minimum of 10 days will be required at a placement.

Course Outline

**VCE VET UNITS 1 & 2**
- Organise personal work priorities and development
- Apply First Aid
- Operate application software packages
- Provide customer service
- Respond to emergency situations
- Follow OHS policies
- Provide equipment for activities
- Provide Fitness Orientation
- Provide Fitness Orientation
- Maintain Sport & Rec equipment for activities

**VCE VET UNITS 3 & 4**
- Conduct basic warm up/cool down programs
- Plan / conduct sport and recreation session
- Facilitate groups
- Analyse participation patterns
- Provide public education of use of resources
- Undertake risk analysis of activities
- Provide fitness orientation
- Instruct and monitor fitness programs

**NOTE:** Only limited spaces available upon a written recommendation from Year 10 Coordinators and from Head of Department for Health and Human Development, Mr McFarland.
VET - TECHNOLOGY

Certificate III in Applied Fashion Design & Technology

This qualification is designed for entry level students and provides an introduction to fashion design and garment construction. Students gain practical skills in basic sewing machine use, garment design, pattern use and alteration and construction techniques.

Units 1 & 2 develop skills needed to successfully complete Units 3 & 4 of this certificate. On completion of all units students receive a TAFE certificate as well as their VCE Certificate. The Certificate will contribute to their Tertiary Entry score.

Areas of study within Units one and two are:

- Design process - from ideas and sketches into final designs for garments
- Elements of design - colours, textures, forms, shapes and lines that add to a design
- Draw and interpret a basic sketch - types of drawings used in the fashion industry
- Use a sewing machine - the skills required to sew
- OHS - safety in the work place
- Applied quality standards - construction standards and garment care.

STUDENTS PLEASE NOTE
- This is a Brimbank VET Cluster subject which will be taught at St Albans Secondary College
- The class will run on Tuesday afternoons from 1.30-5.00pm
- Additional charges will apply.
- For more detail please read in your VET Cluster Handbook.

PLEASE NOTE
Students have the opportunity for their garments to be entered into state and national competitions.

Cost for materials $220.00
VET - TECHNOLOGY

Certificate III in Hospitality

Program 1: 81T20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality

Program 2: 81T20307 Certificate II in Hospitality (Kitchen Operations)
VCE credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Program 1: SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality

Description: Certificate II in Hospitality is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage service. Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food and workplace.

UNITS 1 & 2
• Develop & update Hospitality Industry Knowledge
• Work with Colleagues and Customers
• Work in a Socially Diverse Environment
• Follow Health, Safety security Procedures
• Follow Workplace Hygiene Procedures
• Apply hospitality skills in the workplace
• Serve food and beverage to customers
• Organise and prepare food
• Present food
• Process financial transactions
• Clean and tidy bar areas
• Receive and store stock
• Receive & store kitchen supplies
• Clean & maintain kitchen premises I
• Use basic methods of cookery

UNITS 3 & 4
• Provide responsible service of alcohol
• Provide food and beverage service
• Prepare& serve non alcoholic beverages
• Develop & update food & beverage knowledge
• Prepare and serve espresso coffee

Other Requirements
Students are required to wear a uniform. Approx. cost is $100 this is in addition to the Course Fee.

The delivery hours (1.30pm to 6.00pm) are to be seen as a guideline. Students working in the college restaurant as part of the course requirement will be exceeding normal class times and this reflects the nature of the hospitality industry.

Course fee $330.00
Interview Form

My interview is with ________________________________ (Teacher)

On Thursday 7 August at __________________________ (Time)

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