



**ST ALBANS**  
SECONDARY COLLEGE



ST ALBANS  
SECONDARY COLLEGE

# YEAR 11 VCE UNITS 1 AND 2 2016 COURSE SELECTION HANDBOOK

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## PRINCIPAL'S MESSAGE

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 and VCAL Units to be offered in 2016 at our 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

# CAREERS INTRODUCTION

## 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)
  - Job Guide [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au)
  - VTAC Course Link (free service)

An interactive web-based program aimed to assist students in Years 10-12 and their parents to investigate course options based on a range of criteria, including interests, studies undertaken and results.

[www.vtac.edu.au](http://www.vtac.edu.au)

## How your work will be assessed in Units 1 and 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).

## How your work will be assessed in Units 3 and 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 M Diamico – Senior Sub School Coordinator
- Mr R Krynski – 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**

Students 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 and 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 and 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 are seeking to work in an apprenticeship;
- Students who want to study a TAFE course; and
- Students who are seeking a traineeship in health care, retailing or business administration.

## The usual week for a VCAL student involves:

- One day in a Work Placement (work experience), relevant to your VET course.
- 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 (eg: design, development, publicity, organisation and production of community projects).
  - Work Related Skills;
    - Occupational Health and 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 Gough or your Coordinators for more information about the course. VET and TAFE fees **must be paid in advance**.



# UNITS 1 AND 2 OFFERED AT ST ALBANS SECONDARY COLLEGE

- Accounting
- Australian and Global Politics
- Biology
- Business Management
- Chemistry
- Design and Technology - Woodwork
- Drama
- English
- English as an Additional Language (EAL)
- English Language
- Food and Technology
- Geography
- Health and Human Development
- History - 20th Century
- Information Technology
- Legal Studies
- Literature
- LOTE
  - French
  - Italian
  - Japanese
  - Vietnamese
- Mathematics
  - Foundation Mathematics
  - General 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 and Technology
- VET - Certificate III in Hospitality
- VET - Certificate III in Information Technology
- VET - Certificate III in Music
- VET - Certificate III in Sport and 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 AND 4 OFFERED AT ST ALBANS SECONDARY COLLEGE

- Accounting
- Biology
- Business Management
- Chemistry
- Design and Technology - Woodwork
- Drama
- English
- English as an Additional Language (EAL)
- Food and Technology
- Geography
- Global Politics
- Health and 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 and Technology
- VET - Certificate III in Hospitality
- VET - Certificate III in Information Technology
- VET – Certificate III in Music
- VET - Certificate III in Sport and 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

This is a full list of the VCE Units offered and in which of the Key Learning Areas they belong.

For more information on any of the units refer to the detailed descriptions that occur later in this booklet or contact the teacher named.

Units Offered	Learning Area Coordinator
<b>Arts</b> Drama Studio Arts Visual Communication Design VET - Certificate III in Music	Mr D'Aglas Ms Panteli Mr Orchard
<b>Commerce</b> Accounting Business Management Legal Studies	Mr Fraser
<b>English / English as an Additional Language (EAL)</b> English English Language English as an Additional Language (EAL) Literature	Ms Adamou
<b>Health and Physical Education</b> Health and Human Development Physical Education VET - Certificate III in Sport and Recreation	Mr Beale Ms Hocking
<b>Humanities</b> Australian and Global Politics Geography History - 20th Century History - Revolutions	Ms Pannu
<b>Information Technology</b> Information Technology Information Technology - IT Applications VET - Certificate III in Information Technology	Mr. Singh

Units Offered	Learning Area Coordinator
<b>LOTE</b> French Italian Japanese (2nd Language) Vietnamese	Ms Herr
<b>Mathematics</b> Foundation Mathematics Further Mathematics General Mathematics Mathematical Methods (CAS) Specialist Mathematics	Mr McIntyre
<b>Science</b> Chemistry Biology Psychology Physics	Ms Borle
<b>Technology</b> Design and Technology - Woodwork Food and Technology VET - Certificate III Applied Fashion Design and Technology VET - Certificate III in Hospitality	Ms Ouko Mr D'Aglas
<b>VCAL</b>	Ms Gough
<b>VET</b> (See Cluster Handbook)	Mr Kortuem



# MATHEMATICS PATHWAY RECOMMENDATION YEAR 11 IN 2016

**Student Name:** ..... **Home Group:**.....

I have discussed my Mathematics Pathway with my current Year 10 Mathematics Teachers (initials)  
..... and .....

Student Signature .....

**Year 10 Mathematics Teachers:**

I have discussed (student's name) .....  
..... Year 10 Mathematics results with them.

In 2016, I recommend they study (please tick one):

- Specialist Mathematics and Mathematics Methods
- Mathematics Methods and General Mathematics
- General Mathematics
- GMA
- Foundation Mathematics
- Mathematical Methods (Units 1 and 2) and Further Mathematics (Units 3 and 4)  
(For students already in Acceleration Mathematics classes)
- VCAL Numeracy (only students in VCAL Program)

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 2016.

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. ....

VCE UNITS	
Accounting	
Australian and Global Politics	
Biology	
Business Management	
Chemistry	
Design and Technology - Woodwork	
Drama	
Food and Technology	
Geography	
Health and Human Development	
History -20th Century	
Information Technology	
Legal Studies	
Literature	

ENGLISH /EAL	
English	
English as an Additional Language (EAL)	
English Language	

VOCATIONAL EDUCATION and TRAINING Brimbank Cluster (VCAL ONLY)	
List School and Course:	

LOTE - French	
LOTE - Italian	
LOTE - Japanese (2nd Language)	
LOTE - Vietnamese	
LOTE - (Any language outside school)	
MATHEMATICS - Foundation	
MATHEMATICS - General Mathematics	
MATHEMATICS - Mathematics Methods (CAS)	
MATHEMATICS - Specialist	
Physical Education	
Physics	
Psychology	
Studio Arts	
Visual Communication Design	

VCAL	
VCAL	

VOCATIONAL EDUCATION and TRAINING Secondary College	
Certificate III Applied Fashion Design and Technology	
Certificate III in Hospitality	
Certificate III Information Technology	
Certificate III in Music	
Certificate III in Sport and Recreation	

YEAR 12 ACCELERATION	
List subject	

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 English Language OR EAL.**

**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**.

# 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 and 4
- b. .... UNITS 3 and 4
- c. .... UNITS 3 and 4
- d. .... UNITS 3 and 4
- e. .... UNITS 3 and 4

If you do not proceed with one of these five sequences you have listed, the most likely alternative choice is:

- f. .... UNITS 3 and 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.

# DRAMA

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## Unit 1: Dramatic Story Telling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a students own performance work and of a performance by professional drama practitioners.

### 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; and
  - Analysing performance techniques, conventions, styles, stagecraft and dramatic elements used in performances presented by other practitioners.
- 

## Unit 2: Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance.

### 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, stage craft 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 stage craft, 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.

**NOTE: There is a charge attached to this subject of \$200 per year to cover the costs of productions and camps**

# STUDIO ARTS

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## Unit 1: Artistic Inspiration and 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 use 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 and 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.



# VISUAL COMMUNICATION

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## 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.

### Unit 1 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.

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## 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.

### Unit 2 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.

# ACCOUNTING

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## 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.

### Unit 1 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.

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## 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.

### Unit 2 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.

## BUSINESS MANAGEMENT

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### 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.

### Areas 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.

## LEGAL STUDIES

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### Unit 1: Criminal Law and 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 and 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.

## ENGLISH

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### Units 1 and 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, 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 LANGUAGE

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### Units 1 and 2

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

### Unit 1: Language and Communication

#### Areas of Study

- The Nature and Function of Language.
- Language Acquisition.

#### Unit 1 Outcomes

- On completion of this unit, students should be able to identify and describe primary aspects of the nature and functions of human language.
  - On completion of this unit, students should be able to describe what children learn when they acquire language and discuss a variety of perspectives on how language is acquired.
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### Unit 2: Language Change

#### Areas of Study

- English Across Time.
- Englishes in Contact.

#### Unit 2 Outcomes

- On completion of this unit, students should be able to describe language change as presented in a range of texts and analyse a range of attitudes towards language change.
- On completion of this unit, students should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range.

#### Additional Information

In Year 11, this subject must be selected in addition to English however in Year 12, students have the choice to select in addition to English/EAL or instead of English/EAL.

### Units 3 and 4 English Language

In Unit 3: Language variation and social purpose, students investigate English language in the Australian social setting, along a continuum of informal and formal registers.

In Unit 4: Language Variation and Identity, students focus on the role of language in establishing and challenging different identities.

# ENGLISH AS AN ADDITION LANGUAGE (EAL)

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## Units 1 and 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.



# LITERATURE

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## 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.
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## 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 AND HUMAN DEVELOPMENT

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### Unit 1: The Health and 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.

#### Unit 1 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.

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### Unit 2: Individual Human Development and 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.

#### Unit 2 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.

## PHYSICAL EDUCATION

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### 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.

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### Unit 2: Sports Coaching and 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.

**NOTE: There is a charge attached to this subject of \$31 per year which covers the cost of selected activities.**

## AUSTRALIAN AND GLOBAL POLITICS

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### Unit 1: 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.

#### Unit 1 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.
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### 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.

#### Unit 2 Outcomes

- On completion of this unit the student should be able to identify the ways in which the lives of citizens in 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.

## GEOGRAPHY

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### Unit 1: Hazards and Disasters

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

#### Areas of Study

- Characteristics of hazards.
- Response to hazards and disasters.

#### Unit 1 Outcomes

- On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
  - On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
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### Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

#### Areas of Study

- Characteristics of Tourism.
- Impact of Tourism.

#### Unit 2 Outcomes

- On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.
- On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

## HISTORY - 20TH CENTURY

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### Unit 1: Twentieth Century History - 1918 – 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the World Wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

#### Areas of Study

##### Ideology and Conflict:

- What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties; the development of ideologies and the economic crisis have on the events leading to World War Two?

##### Social and Cultural Change:

- What continuity and what change is evident between the 1920's and 1930's in social and cultural life?
- How did ideologies affect the daily lives of people?
- How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

#### Unit 1 Outcomes

- On completion of this unit, the student should be able to explain the consequences of the peace treaties, which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
  - On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts and analyse the factors which influenced changes to social life and culture in the inter-war years.
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### Unit 2: Twentieth Century History – 1945 – 2000

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety.

#### Areas of Study

##### Competing Ideologies:

- What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

##### Challenge and Change:

- What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?

#### Unit 2 Outcomes

On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

## INFORMATION TECHNOLOGY

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### Unit 1: Computing

This unit focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

#### Areas of Study

- Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
- Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.
- Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

#### Unit 1 Outcomes

On completion of this unit the student should be able to:

- Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
- Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
- Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue.

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### Unit 2: Computing

This unit focuses on data and how the application of computational design and systems thinking skills support the creation of solutions that automates the processing of data.

#### Areas of Study

- Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology.
- Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive and reduce the complexity of data.
- Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

#### Unit 2 Outcomes

On completion of this unit the student should be able to:

- Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
- Apply the problem solving methodology and use appropriate software tools to extract relevant data and create a data visualisations that meets a specified user's needs.
- Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.



# FRENCH

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## Units 1 and 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 and 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

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## Units 1 and 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 and 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.

# JAPANESE (2ND LANGUAGE)

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## Units 1 and 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 and 2.

### Areas of Study

- Themes
  - The individual
  - The Japanese-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.

# VIETNAMESE

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## Units 1 and 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 and 2.

### Areas of Study

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

### Unit 1 Outcomes

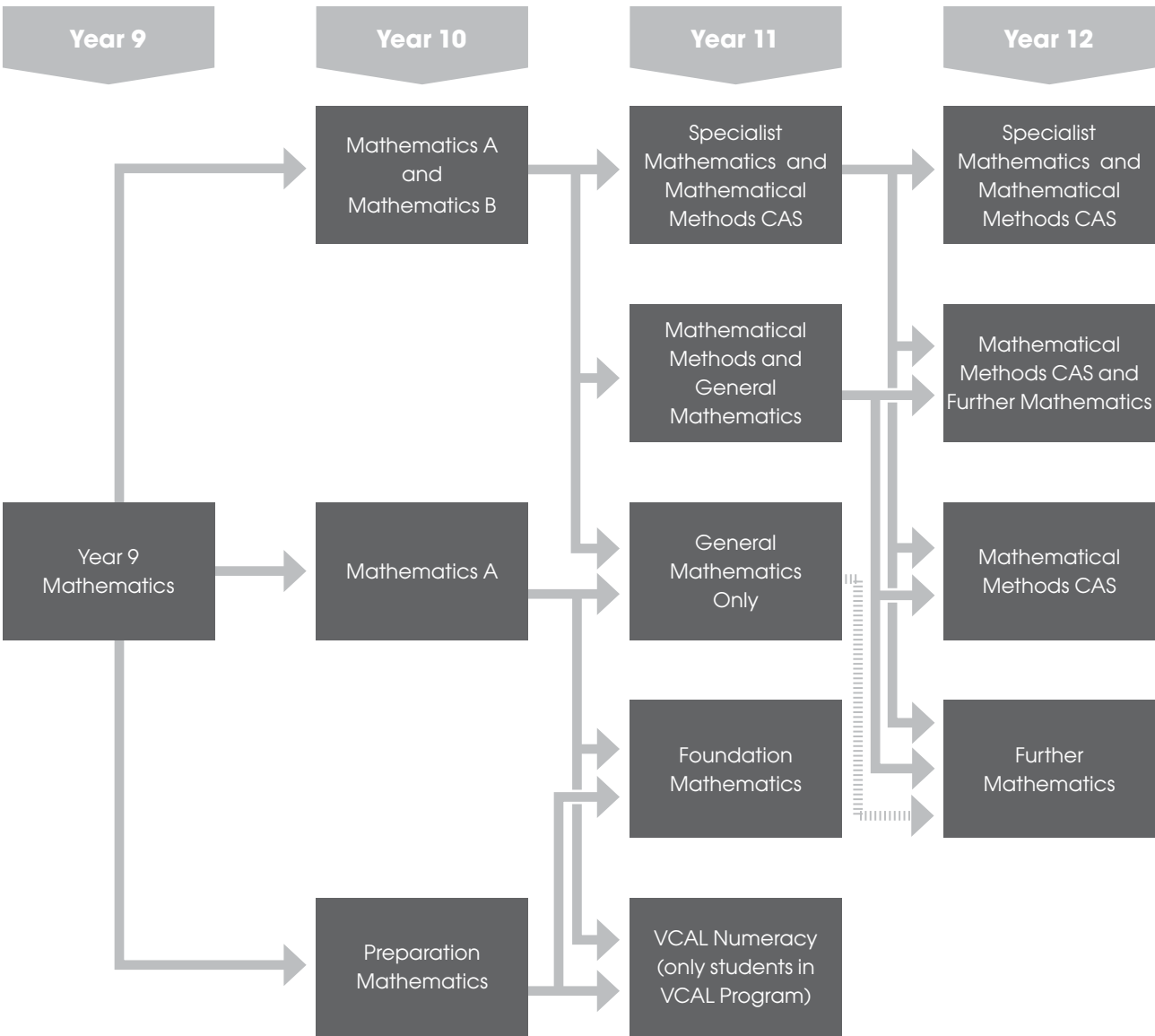
- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read and obtain information from spoken and written texts.
- Produce a personal response to a text focusing on real or imaginary experience.

### 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



**Key**

 Usual pathway based on satisfactory completion  
 Possible pathway

## FOUNDATION MATHEMATICS

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### Prerequisites

The satisfactory completion of Year 10 is required.

### Units 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students who do not intend to take Unit 3 and 4 studies in VCE Mathematics.

### Areas of Study

- Space, shape and design.
- Patterns and number.
- Handling data.
- Measurement.

### Unit 1 and 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.

**NOTE: A scientific calculator 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.**

## GENERAL MATHEMATICS

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### Prerequisites

A pass in at least one semester of Mathematics A or Mathematics B 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.

### Units 1 and 2

General Mathematics focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

General Mathematics Units 1 and 2 taken in conjunction with Mathematical Methods Units 1 and 2 provides students with the ideal preparation for Further Mathematics Units 3 and 4.

General Mathematics Units 1 and 2 taken as a stand-alone subject provides students with the minimum requirements for Further Mathematics Units 3 and 4.

### Areas of Study

- Financial Modelling.
- Geometric and Trigonometric Analysis.
- Graphical and Network Analysis.
- Growth and Decay in Sequences.

### Units 1 and 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.**

**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.**

## MATHEMATICAL METHODS (CAS)

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### 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 and 2

Mathematical Methods (CAS) Units 1 and 2 is designed as preparation for Mathematical Methods (CAS) Units 3 and 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 and 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.**

**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.**



## SPECIALIST MATHEMATICS

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### Prerequisites

A 'B' or above topic test average in both semesters of Mathematics A and Mathematics B.

### Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

### Areas of Study

- Algebra and structure.
- Arithmetic and number.
- Discrete mathematics.
- Geometry.
- Measurement and trigonometry.
- Graphs of linear and non-linear relations.
- Statistics.

### Units 1 and 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.**

**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.**

# BIOLOGY

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## Unit 1 – How Do Living Things Stay Alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### Areas of Study

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

### Unit 1 Outcomes

To investigate and explain how cellular structures and systems function to sustain life.

To explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

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## Unit 2 – How Is Continuity Of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

### Areas of Study

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

### Unit 2 Outcomes

Be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening in decision making related to inheritance.

Be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

# CHEMISTRY

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## Unit 1 – How Can The Diversity Of Materials Be Explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

### Areas of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation (to be selected from eight options)

### Unit 1 Outcomes

On completion of this unit, the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds and calculate mole quantities.

On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

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## Unit 2 – What Makes Water Such A Unique Chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures and apply these to determine concentration of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

### Areas of Study

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

### Unit 2 Outcomes

On completion of this unit the student should be able to relate the properties of water to its structure and bonding and explain the importance of the properties and reactions of water in selected contexts.

On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

On completion of this unit, the student should be able to design and undertake a quantitative laboratory investigation related to water quality and draw conclusions based on evidence from collected data.

# PHYSICS

## Unit 1 – What Ideas Explain The Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

### Areas of Study

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

### Unit 1 Outcomes

On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits and describe the safe and effective use of electricity by individuals and the community.

On completion of this unit the student should be able to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

## Unit 2 - What Do Experiments Reveal About The Physical World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

### Areas of Study

- How can motion be described and explained?
- Options – Twelve options are available for selection in Area of Study Unit 2. Each option is based on a different observation of the physical world. One option is to be selected by the student.
- Practical Investigation.

### Unit 2 Outcomes

On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

Will be based on the option chosen (Example: 'Is there life beyond Earth's solar system?' 'How is radiation used to maintain human health?')

On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

# PSYCHOLOGY

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## Unit 1 – How are Behaviour And Mental Processes Shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

### Areas of Study

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

### Unit 1 Outcomes

- On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions and explain how brain plasticity and brain damage can change psychological functioning.
- On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development including reference to at least two contemporary psychological studies and/or research techniques.

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## Unit 2 – How Do External Factors Influence Behaviour And Mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and context that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

### Areas of Study

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

### Unit 2 Outcomes

- On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- On completion of this unit the student should be able to design and undertake a practical investigation related to external influence on behaviour and draw conclusions based on evidence from collected data.

# DESIGN AND TECHNOLOGY – WOODWORK

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## Unit 1: Design Modification and 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.

### Areas of Study

- Redesigning an existing product.
- Producing and evaluating a redesigned product.

### Unit 1 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.
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## 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.

### Areas of Study

- Designing as a team.
- Producing and evaluating a collaboratively designed product.

### Unit 2 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.

## FOOD AND TECHNOLOGY

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### Unit 1: Food Safety and 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.

#### Areas 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.

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### Unit 2: Planning and 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.

#### Areas 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 skills 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 2016



# VOCATIONAL EDUCATION AND TRAINING (VET)

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.
- 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

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### 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 and 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 singing.
- Plan a career in the creative arts industry.
- Work effectively with diversity.

### UNITS 3 and 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

## CERTIFICATE III IN INFORMATION TECHNOLOGY

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### Course Aims

- 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 units of competence similar to:

- Participate effectively in OHS communication and consultative processes.
- Work and communicate effectively in an IT environment.
- Run standard diagnostic tests.
- Operate application software packages.
- 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 AND RECREATION

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### 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.

### Course Outline

#### VCE VET UNITS 1 and 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.
- Maintain Sport and Rec equipment for activities.

#### VCE VET UNITS 3 and 4

- Conduct basic warm up/cool down programs.
- Plan / conduct sport and recreation session.
- Facilitate groups.
- Analyse participation patterns.
- 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.**

# CERTIFICATE III IN APPLIED FASHION DESIGN AND TECHNOLOGY

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### Course Aims

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 and 2 develop skills needed to successfully complete Units 3 and 4 of this certificate. On completion of all units students receive a TAFE certificate. The Certificate will contribute to their ATAR score.

### Areas of study

- 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.

**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.**

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

**Cost for materials \$220.00 (yet to be confirmed).**

## CERTIFICATE II IN KITCHEN OPERATIONS

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### Course Aims

To provide access to a range of potential career paths within the hospitality industry.

Provide training and skill development for the achievement of competence in areas such as commercial cookery. Enable participants to gain a recognised credential and make a more informed choice of vocation or career path.

### Description

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills under direct supervision.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

### Possible job titles include:

- Breakfast Cook.
- Catering Assistant.
- Fast Food Cook.
- Take-Away Cook.

### Units 1 and 2

13 Units must be completed: 8 Core units and 5 electives

### Pathways from the qualification

After achieving Certificate II in Kitchen Operations, individuals could progress to Certificate III qualifications in commercial cookery, patisserie and catering operations.

### Future Pathways

Certificate III in Hospitality, Certificate IV in Hospitality, Diploma of Hospitality (Management), Advanced Diploma of Hospitality (Management), Bachelor of Applied Science (Hospitality Management).

### 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 6.30pm) are to be seen as a guideline. Students working in the college restaurant as part of the course requirements will be exceeding normal class times and this reflects the nature of the hospitality industry.

**NOTE: Course fee \$330.00 (yet to be confirmed).**





**ST ALBANS**  
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