

YEAR 12 - 2016 COURSE SELECTION HANDBOOK



ST ALBANS
SECONDARY COLLEGE



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ST ALBANS
SECONDARY COLLEGE

VCE – UNITS 3 AND 4 2016 COURSE SELECTION HANDBOOK

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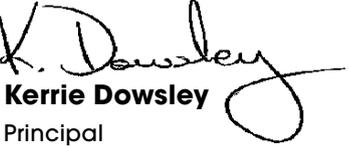


PRINCIPAL'S MESSAGE

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
 - Job Guide 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 arrange of criteria, including interests, studies undertaken and results. www.vtac.edu.au

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).

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.

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 D'Amico – Senior Sub School Coordinator
- Mr R Krynski – Senior Sub School Coordinator
- Learning Area Coordinators

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.

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 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

For further information, contact the Department Head listed.

Units Offered	Learning Area Coordinator
Arts Drama Studio Arts Visual Communication Design VET - Certificate III in Music	Mr D'Aglas Ms Panteli Mr Orchard
English as an Additional Language (EAL) English English / English as an Additional Language (EAL) Literature	Ms Adamou
Humanities Australian and Global Politics Geography History - 20th Century History - Revolutions	Ms Pannu
LOTE French Italian Japanese (2nd Language) Vietnamese	Ms Herr
Science Biology Chemistry Physics Psychology	Ms Borle
VCAL	Ms Gough

Units Offered	Learning Area Coordinator
Commerce Accounting Business Management Legal Studies Health and Physical Education	Mr Fraser
Health and Human Development Physical Education VET – Certificate III Sports and Recreation	Mr Beale Ms Hocking
Information Technology Information Technology - IT Informatics VET - Certificate III in Information Technology	Mr Singh
Mathematics Foundation Mathematics Further Mathematics General Mathematics Mathematical Methods (CAS) Specialist Mathematics	Mr McIntyre
Technology Design and Technology - Woodwork Food and Technology VET - Certificate III Applied Fashion Design and Technology	Mr D'Aglas Ms Ouko
VET (See Cluster Handbook)	Mr Kortuem



YEAR 12 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 -Revolutions	
Information Technology – IT Informatics	
Legal Studies	
Literature	

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

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

VCAL	
VCAL	

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

VOCATIONAL EDUCATION and TRAINING at St Albans Secondary College	
Certificate III Information Technology	
Certificate III Applied Fashion Design and Technology	
Certificate III Music	
Certificate III Sport and Recreation	

Choose five (5) studies. Indicate with ticks the studies you have chosen. One of these studies must be from the English Block.

Alternative choices:

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.)

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.



MATHEMATICS PATHWAY RECOMMENDATION YEAR 12 IN 2016

Student Name: _____ **Home Group:** _____

I have discussed my Mathematics Pathway with my current Year 11 Mathematics Teachers (initials):
_____ and _____

Student Signature: _____

Year 11 Mathematics Teachers:
I have discussed (student's name): _____ Year 11
Mathematics results with them.

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

- Mathematics Methods and Specialist Mathematics
- Mathematics Methods and Further Mathematics
- Mathematics Methods
- Further Mathematics

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: _____

DRAMA

Unit 3: Ensemble Performance

Students are involved in the development of an ensemble performance drawing on subject matter from a range of sources using non-naturalistic styles from a range of traditions. The processes involved in the development and realization of the ensemble performance are evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Areas of Study

- Creating and presenting ensemble performance.
- Analysing non-naturalistic performance.
- Responding to ensemble performance.

Unit 3 Outcomes

- To develop and present character(s) within a non-naturalistic ensemble performance.
- To analyse play-making techniques used to construct and present ensemble works.
- To analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Unit 4: Solo Performance

This unit focuses on the use of performance styles theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated.

Areas of Study

- Creating solo performances.
- Analysing a solo performance.
- Processes used to create solo performances.

Unit 4 Outcomes

- Create and present a short solo performance based on stimulus material, and evaluate the processes used.
- Create, develop and perform character/s within a solo performance in response to a prescribed structure.
- Describe, analyse and evaluate the creation, development and presentation of a solo performance.

NOTE: There is a charge of \$200 for this subject to cover the cost of productions and a camp.

STUDIO ARTS

Unit 3: Studio Production and Professional Practices

The unit is designed to assist students to explore and develop an individual design process. They initiate and explore a range of potential ways to present and represent their ideas. Art making is lead by a student initiated "exploration proposal" that is, a statement of why a specific topic or theme was chosen and a range of approaches and media they may explore as they develop their ideas. Media experiments in preparation for creating artwork are documented and analysed within a workbook. This unit is directly linked to Outcome 1 of Unit 4.

Areas of Study

- Design exploration.
- Design process.
- Professional art practice and styles.

Unit 3 Outcomes

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

- Prepare an exploration proposal that defines the parameters of their individual design process and includes a work plan on how the proposal will be achieved.
 - Present a workbook that documents an individual design process. The workbook will be annotated and include a range of directions that reflect the concepts and ideas in the exploration proposal.
-

Unit 4: Studio Production and Industry Contexts

The focus of this unit is the creation of a cohesive folio of finished artwork. The artworks within the folio are developed from potential solutions generated for Unit 3 Outcome 2. The folio pieces must be linked by theme, idea, materials, techniques or presentation.

Areas of Study

- Studio production.
- Focus reflection and evaluation.
- Art industry contexts.

Unit 4 Outcomes

Folio of artworks:

- Present a cohesive folio of finished artworks, that reflect the intent of their exploration proposal and Unit 3 workbook designs.

Focus reflection and evaluation:

- Provide visual and written documentation that identifies the folio focus and evaluates the finished artworks.
- Examine and explain the preparation and presentation of artworks for two different art-spaces and discuss various roles, processes and methods involved in the exhibition of artworks.

VISUAL COMMUNICATION DESIGN

Unit 3: Design Thinking and Practice

Areas of Study

- Analysis and practice in context.
- Design industry practice.
- Developing a brief and generating ideas.

Unit 3 Outcomes

- To create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- To describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

Unit 4: Design Development and Presentation

Areas of Study

- Development of design concepts.
- Final presentations.
- Evaluation and explanation.

Unit 4 Outcomes

- To be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfied each of the requirements of the brief.
- To be able to produce final visual communication presentations that satisfy the requirement of the brief.
- To devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

ACCOUNTING

Unit 3: Recording and Reporting for a Trading Business

The unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. The unit introduces the double entry system of recording using the accrual basis of accounting.

Areas of Study

- Recording of financial data.
- Balance day adjustments and reporting and interpreting accounting information.

Unit 3 Outcomes

- To record financial data into appropriate accounting records using a double-entry accrual-based system for a single activity sole trader.
- To record balance day adjustments prepare financial reports and explain related aspects of the accounting system.

Unit 4: Control and Analysis of Business Performance

The unit extends on the reporting and reporting processes covered in Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit introduces the importance of budgeting and financial reports are analysed and evaluated.

Areas of Study

- Extension of recording and reporting.
- Financial planning and decision-making.

Unit 4 Outcomes

- To record and report financial data and information using a double entry accrual-based system for a single activity sole trader.
- To prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

NOTE: Must complete Year 11 Accounting to do Year 12 Accounting

BUSINESS MANAGEMENT

Units 3 and 4

Business Management investigates the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment.

Unit 3: Corporate Management

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Areas of Study

- Large-scale organisations in context.
- Internal environment of large-scale organisation.
- The operations management function.

Unit 3 Outcomes

- On completion of this unit the student should be able to discuss and analyse the context in which large-scale organisations operate.
- On completion of this unit the student should be able to discuss and analyse major aspects of the internal environment of large-scale organisations.
- On completion of this unit the student should be able to discuss and analyse strategies related to operations management.

Unit 4: Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study

- The Human Resource Management function.
- The Management of Change.

Unit 4 Outcomes

- On completion of this unit the student should be able to analyse and evaluate practices and processes related to human resource management.
- On completion of this unit the student should be able to analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

LEGAL STUDIES

Unit 3: Law Making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Students develop an understanding of the importance of the Constitution, of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Areas of Study

- Parliament and the citizen.
- The Constitution and the protection of rights.
- Role of the courts in law-making.

Unit 3 Outcomes

- Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4: Resolution and Justice

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Areas of Study

- Dispute resolution.
- Court processes and procedures, and engaging in justice.

Unit 4 Outcomes

- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ENGLISH

Units 3 and 4

The focus of these units is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within their chosen context, and the ability to explain choices they have made as authors.

Areas of Study

- Reading and responding.
- Creating and presenting.
- Using language to persuade.

Unit 3 Outcomes

- Analyse how a selected text constructs meaning and conveys ideas and values.
- Create written texts, drawing on ideas suggested by a chosen context.
- Analyse the use of language in an issue currently debated in the media and present orally a point of view on an issue selected.

Unit 4 Outcomes

- Develop and justify a detailed interpretation of a selected text.
- Draw on ideas and arguments suggested by the chosen context to create written texts.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Units 3 and 4

The focus of these units is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within their chosen context, and the ability to explain choices they have made as authors.

Areas of Study

- Reading and responding.
- Creating and presenting.
- Using language to persuade.

Unit 3 Outcomes

- Analyse how a selected text constructs meaning and conveys ideas and values.
- Create written texts, drawing on ideas suggested by a chosen context.
- Analyse the use of language in an issue currently debated in the media and present orally a point of view on an issue selected.

Unit 4 Outcomes

- Develop and justify a detailed interpretation of a selected text.
- Draw on ideas and arguments suggested by the chosen context to create written texts.

Additional Information

Students qualify for 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 12 students, and are assessed according to the assessment criteria set out by the Victorian Curriculum and Assessment Authority.

LITERATURE

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 3 Outcomes

- Adaptations and transformations.
 - Views, values and contexts.
 - Considering alternative viewpoints.
-

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Unit 4 Outcomes

- Creative responses to texts.
- Close analysis.

HEALTH and HUMAN DEVELOPMENT

Unit 3: Australia's Health

This unit examines how the health of Australians can be measured (life expectancy, morbidity and mortality, incidence and prevalence of disease). It includes the study of The National Health Priority Areas (NHPA's) initiative as an approach that aims to improve health status in areas that contribute most to the burden of disease in Australia; and how biological, behavioural and social determinants of health can impact on the level of health experiences by different groups. It also looks at both government and non-government organisations playing a role in the implementation of a range of initiatives designed to promote health in Australia.

Areas of Study

- Understanding Australia's health.
- Promoting health in Australia.

Unit 3 Outcomes

- Compare Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the NHPA's in comparing Australia's health status.
- Discuss and analyse approaches to health and health promotion, describe Australia's health system and different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Human Development

In the context of this unit human development is about creating an environment in which people can develop to their full potential. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives. It includes the study of the Millennium Development Goals which focus on reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. It also includes the study of both World Health Organisations (WHO) and United Nations (UN) strategies to reduce global burden of disease, such as AusAid, by focussing on assisting developing countries to achieve the Millennium Development Goals.

Areas of Study

- Introducing global health and human development.
- Promoting global health and human development.

Unit 4 Outcomes

- Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nation's Millennium Development Goals and describe the inter-relationship between health, human development and sustainability.
- Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

PHYSICAL EDUCATION

Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students assess physical activity levels in relation to the National Physical Activity Guidelines. Students also investigate the contribution of energy systems to performance in physical activity.

Areas of Study

- Monitoring and promotion of physical activity.
- Physiological responses to physical activity.

Unit 3 Outcomes

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

- Analyse individual and population levels of sedentary behaviour and participation in physical activity.
- Evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
- Analyse how the major body and energy systems work together to enable movements to occur,
- Explain the fatigue mechanisms and recovery strategies.

Unit 4: Enhancing Performance

This unit focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider how fitness can be improved by the application of training principles and methods. Students explore nutritional, physiological and psychological strategies used to enhance performance.

Areas of Study

- Planning, implementing and evaluating a training program.
- Performance enhancement and recovery practices.

Unit 4 Outcomes

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

- Plan, implement and evaluate training programs to enhance specific fitness components.
- Analyse and evaluate strategies designed to enhance performance and promote recovery.

AUSTRALIAN and GLOBAL POLITICS

Unit 3: Global Issues and Conflicts

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and internationalism and the increasing interdependence of people and societies across a range of matters. They undertake a study of the nature of conflict in a post-Cold War world no longer divided into two ideological blocs. They examine the changed nature of the conflicts based upon tensions which may be religious, ethnic, economic or nationalist. Many of these conflicts have been fought within the new context of global terrorist networks.

Areas of Study

- Globalisation and Internationalism.
- Global Conflicts.

Unit 3 Outcomes

- On completion of this unit the student should be able to analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.
- On completion of this unit the student should be able to analyse and evaluate the nature of conflict in the post-Cold War period.

Unit 4: International Relations

While internationalism and globalisation have had a significant impact on the Asia-Pacific region, this unit focuses primarily on the interactions between states which remain the dominant form of political organisation. The unit begins with a study of the concepts of national interest and power and the way states use power in the Asia-Pacific region. Australia's position in the region, and the world, and the way in which it has asserted its national interest is then investigated.

Areas of Study

- Power in the Asia-Pacific Region.
- Australian Foreign Policy.

Unit 4 Outcomes

- On completion of this unit the student should be able to analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.
- On completion of this unit the student should be able to analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.

GEOGRAPHY

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world:

- Deforestation.
- Desertification.
- Melting glaciers and ice sheets.

Area of Study

- Land Use Change. In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.
- Land Cover Change.

Unit 3 Outcomes

- On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.
- On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit 4: Human Population – Trends and Issues

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

Area of Study

- Population Dynamics.
- Population issues and challenges.

Unit 4 Outcomes

- On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale as well as the nature of significant population issues and challenges in selected locations and evaluate responses.

HISTORY - REVOLUTIONS

'A revolution is a struggle to the death between the future and the past.' (Fidel Castro) The study of Revolutions in Year 12 is an investigation of this struggle in both Russia and China. It allows students to investigate the revolutions which occurred in these countries; from the initial crisis in the old regime, to the development of revolutionary ideas and the success of the revolution itself in bringing about genuine change

Areas of Study

The following revolutions will be studied:

- Unit 3: The Russian Revolution 1896 – 1927.
- Unit 4: The Chinese Revolution 1912 – 1971.

The study of each revolution will include

- An examination of what led to the revolution.
- An investigation of the ideas and groups behind the revolution.
- An evaluation of the changes which took place.
- An evaluation of the new societies created.

Outcomes

- Analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of change brought to society.

Key skills necessary for this subject

As well as other general skills, the following skills will be specifically assessed in this subject:

- Analysis and evaluation of documents;
- Independent research and investigative skills;
- Independent essay writing; and
- Analysis and evaluation of historians' interpretations.

INFORMATICS

Unit 3

In Informatics Units 3 and 4, students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

Areas of Study

- Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps) and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.
- Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spread sheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project.

Unit 3 Outcomes

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

- Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for transaction; and
 - Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complete data to confirm or refute a hypothesis and formulate a project plan to manage progress.
-

Unit 4

In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Areas of Study

- Students draw on the analysis and conclusion of their hypotheses determined in Unit 3, Outcome 2 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.
- This area of study focuses on information management and its importance to organisations. Students develop knowledge about the components of an information system and the role of these components in managing information. They investigate how different organisations store and dispose of their data and information. Students examine the threats to this data and information, whether accidental, deliberate or technical and consider the potential consequences to organisations of ineffective information management strategies. Students recommend information management strategies to protect the integrity and security of data and information, taking into account key legal requirements of organisations and any ethical dilemmas faced by organisations and individuals regarding security of information.

Unit 4 Outcomes

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

- Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis and assess the effectiveness of the project plan in managing progress; and
- Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

FRENCH

Units 3 and 4

This course is for students who have completed year 11 or equivalent in French. It will enable students to use French to communicate with others, to make cultural links, to understand language as a system and to apply French to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 3 and 4.

Areas of Study

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

Unit 3 Outcomes

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

ITALIAN

Units 3 and 4

This course is for students who have completed year 11 or equivalent in Italian. It will enable students to use Italian to communicate with others, to make cultural links, to understand language as a system and to apply Italian to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 3 and 4.

Areas of Study

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

Unit 3 Outcomes

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

JAPANESE (2ND LANGUAGE)

Units 3 and 4

This course is for students who have completed year 11 or equivalent in Japanese. It will enable students to use Japanese to communicate with others, to make cultural links, to understand language as a system and to apply Japanese to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 3 and 4.

Areas of Study

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

Unit 3 Outcomes

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

VIETNAMESE

Units 3 and 4

This course is for students who have completed year 11 or equivalent in Vietnamese. It will enable students to use Vietnamese to communicate with others, to make cultural links, to understand language as a system and to apply Vietnamese to work, further study, training or leisure. Students will complete a detailed study of language and culture through texts during units 3 and 4.

Areas of Study

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

Unit 3 Outcomes

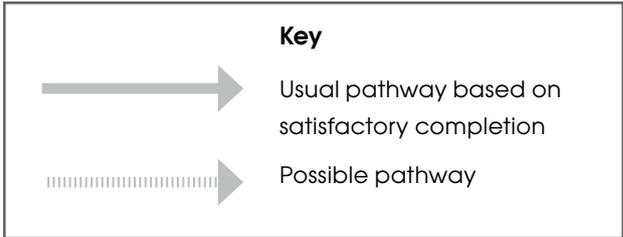
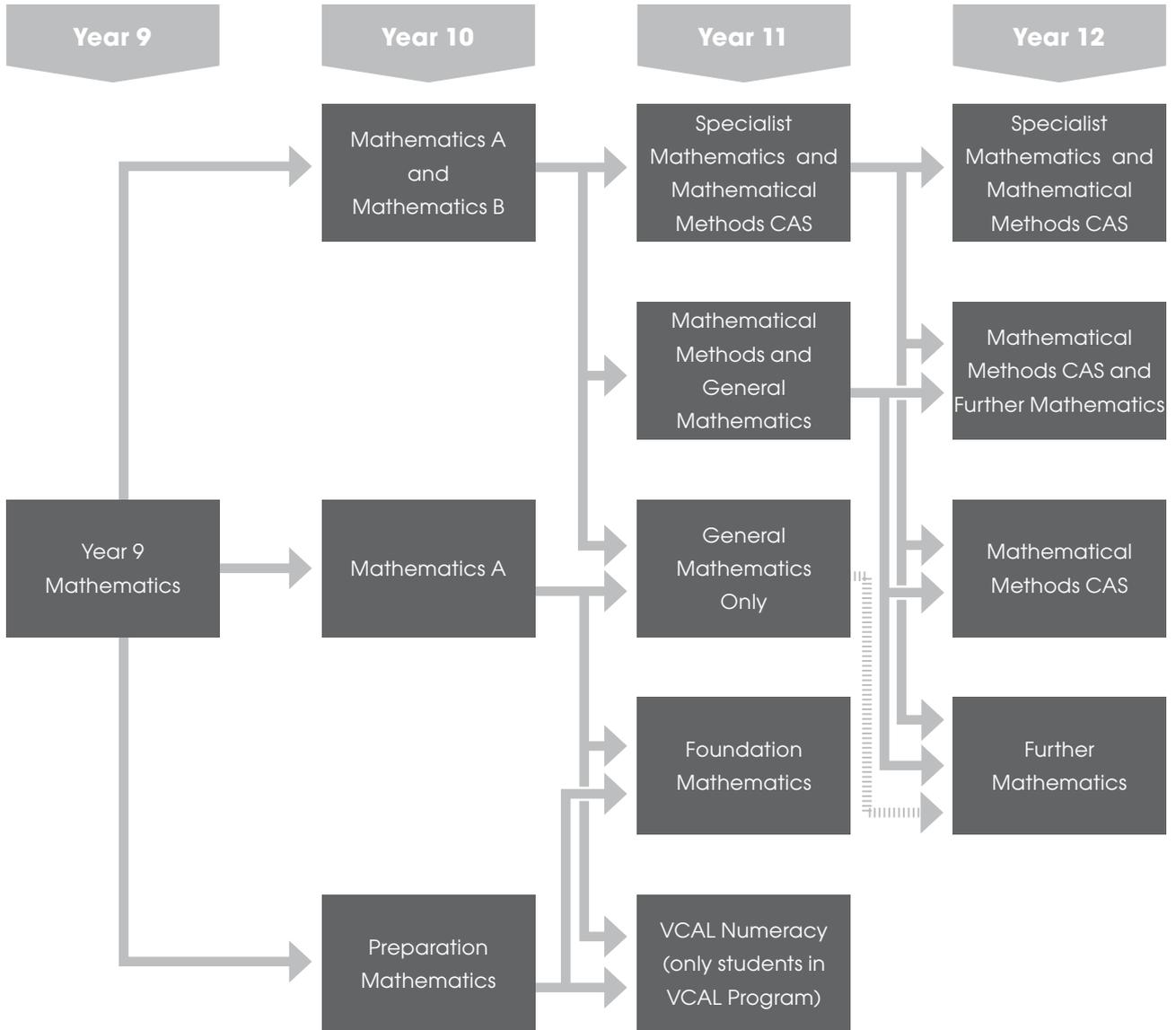
- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

Unit 4 Outcomes

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Vietnamese-speaking communities.

MATHEMATICS

MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12



FURTHER MATHEMATICS

Prerequisites

Passes in two units of Year 11 General Mathematics A OR attempting two units of Year 11 Mathematics Methods OR attempting one unit of Year 11 Mathematics Methods and passing one unit of Year 11 General Mathematics A.

Units 3 and 4

This course caters for students who wish to take tertiary courses which require “any 3-4 sequence of Unit 3-4 Mathematics.”

Further Mathematics consists of a compulsory core area of study and a selection of 3 from a possible 6 optional modules. This subject has been designed to enable students to develop mathematical knowledge and skills through the study of these core and option areas. Students are to apply their knowledge and skills from these areas to analyse, investigate and solve problems in a variety of situations. The importance of effective communication of mathematical ideas is stressed, as is the appropriate use of technology in supporting student learning.

Areas of Study

- Data Analysis - Core.
- Applications - Modules (3).

The optional modules consist of:

- Number patterns and applications.
- Trigonometry and Geometry.
- Graphs and Relations.
- Business Mathematics.
- Networks and Decision Mathematics.
- Matrices.

Unit 3 Outcomes

- Define and explain key terms and concepts as specified in the content from the “Applications” area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
- Apply mathematical processes in contexts related to the “Applications” area of study and analyse and discuss these applications of mathematics.
- Select and appropriately use technology in order to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the “Applications” area of study.

FURTHER MATHEMATICS CONTINUED...

Unit 4 Outcomes

- Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
- Use mathematical concepts and skills developed in the “Data analysis” area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation.
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study “Data analysis” and the selected module from the “Applications” area of study.

NOTE: It is expected that every student has a TI – Nspire graphics calculator

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)

Prerequisites

Passes in any three units from either Year 11 Mathematics methods (CAS) or General Mathematics B.

Units 3 and 4

In these units students will extend the work done in Mathematical Methods Units 1 and 2. (CAS) The units have been designed to enable students to develop mathematical knowledge and skills through the study of four (4) major areas. Students are to apply their knowledge and skills from these areas to analyse, investigate and solve problems in a variety of situations. The effective communication of mathematical ideas is developed, as is the appropriate use of technology in supporting student learning.

This subject is a pre-requisite for many courses. Check the current Tertiary Entrance Requirements for exact details.

Mathematical Methods 3 and 4 (CAS) may be taken alone, or with Specialist Mathematics.

Note: The use of a TI-Nspire graphics calculator is mandatory.

Areas of Study

- Functions and Graphs.
- Calculus.
- Algebra.
- Probability.

Units 3 and 4 Outcomes

- Define and explain key concepts as specified in the content areas, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes, with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.
- Select and appropriately use computer algebra systems (CAS) and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling and investigative techniques or approaches.

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

SPECIALIST MATHEMATICS

Prerequisites

Passes in all four units of Year 11 Mathematics Methods and General Mathematics B.

Units 3 and 4

Specialist Mathematics caters for those students preparing for tertiary courses with a rigorous mathematical component. It is a pre-requisite for many Engineering, Mathematics and Physics based Science courses. Check the correct Tertiary Entrance Requirements for exact details.

Specialist Mathematics must be taken in conjunction with Mathematical Methods 3 and 4.

These units have been designed to enable students to develop knowledge and skills through the study of six areas of study. Students are to apply their knowledge and skills from these areas to analyse, investigate and solve problems in a variety of situations. The effective communication of mathematical ideas is developed, as is the appropriate use of technology in supporting student learning.

Areas of Study

- Functions, relations and graphs.
- Algebra.
- Calculus.
- Vectors .
- Mechanics.

Units 3 and 4 Outcomes

- Define and explain key concepts as specified in the content areas, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes, with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling and investigative techniques or approaches.

NOTE: The use of a TI-Nspire graphics calculator is assumed in all areas.

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

Unit 3: Signatures of Life

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism.

Areas of Study

- Molecules of life.
- Detecting and responding.

Unit 3 Outcomes

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

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
 - Describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.
-

Unit 4: Continuity and Change

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Students investigate how the study of molecular genetics has expanded into genomics - the study of whole sets of genes possessed by an organism.

Areas of Study

- Heredity.
- Change over time.

Unit 4 Outcomes

On completion of this unit students should be able to:

- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

CHEMISTRY

Unit 3: Chemical Pathways

In this unit students will investigate the techniques of Analytical Chemistry and their different uses. Students will also investigate organic reaction pathways, and the chemistry of particular organic compounds. Students will continue to investigate the applications of Green Chemistry.

Areas of Study

- Chemical analysis.
- Organic Chemical Pathways.

Outcomes

- On completion of this unit students should be able to evaluate the suitability of techniques and instruments used in chemical analyses.
- On completion of this unit students should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

UNIT 4: CHEMISTRY AT WORK

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

Areas of Study

- Industrial Chemistry.
- Supplying and Using Energy.

Outcomes

- On completion of this unit students should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
- On completion of this unit students should be able to analyse chemical and energy transformations occurring in chemical reactions.

PHYSICS

Unit 3

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and Photonics; and a detailed study in one of three areas selected by the class: Einstein's relativity; Investigating structures and materials; or Further electronics. The unit promotes the development of students' ability to use Physics to explain phenomena and events. The use of Physics in technological and social applications is also promoted.

Areas of Study

- Motion in one and two dimensions.
- Electronics and Photonics.
- A detailed study.

One detailed study will be selected by the class from:

- Einstein's relativity.
- Investigating structures and materials.
- Further electronics.

Unit 3 Outcomes

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

- Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space; and
- Compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.

One of the following:

- Use Einstein's theory of relativity to describe relativistic motion and effects and make comparisons between Galilean and Newtonian descriptions; **OR**
- Compare and contrast the properties of construction materials, and model the effects on structures and materials of forces and loads; **OR**
- Design an AC to DC voltage regulated power supply system; and describe and explain the operation of the system and its components, and the effects of test equipment on the system. The last outcome will depend on the detailed study area selected by the class.

Unit 4

Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics, or Recording and reproducing sound.

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

Areas of Study

- Interactions of light and matter.
- Electric power.
- A detailed study
 - One detailed study will be selected by the class from: Synchrotron; Photonics; Recording .

PHYSICS CONTINUED...

Unit 4 Outcomes

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

- Use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms; and
- Explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

One of the following :

- Describe the basic design and operation of a synchrotron and the production, characteristics and interactions with targets of synchrotron radiation; **OR**
- Apply the photon and wave models of light to explain the operation of different light sources and fibre optic wave-guides and their domestic, scientific and industrial uses; **OR**
- Apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

This last outcome will depend on the detailed study area selected by the class.

PSYCHOLOGY

Unit 3

This unit develops student understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used.

Areas of Study

- Biological bases of behaviour.
- Visual perception.
- States of consciousness.

Unit 3 Outcomes

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

- On completion of this unit the student should be able to explain the role of the nervous system in determining behaviour.
- On completion of this unit the student should be able to explain the nature of processes involved in visual sensation and perception.
- On completion of this unit the student should be able to compare the characteristics of normal waking consciousness with altered states of consciousness.

Unit 4

This unit develops student understanding of the related areas of memory and learning. Research methods in psychology (area of study 3) are further developed; the content in this area of study should be integrated throughout Unit 4 as appropriate. This unit is designed to enable students to develop knowledge and skills in research methods in psychology and to relate the areas of study of learning and memory to everyday experience.

Areas of Study

- Memory.
- Learning.
- Research investigation.

Unit 4 Outcomes

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

- On completion of this unit the student should be able to compare and contrast theoretical approaches that are currently used to explain memory.
- On completion of this unit the student should be able to explain, compare and contrast a range of learning models.
- On completion of this unit the student should be able to report on a research investigation that includes the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

DESIGN and TECHNOLOGY – WOODWORK

Unit 3: Product Development

Looking at design and development of products for mass markets including such factors as client requirements, social and economic trends, availability of resources and technological development in industry. This course involves safe manufacture of products using wood and related materials.

Areas of Study

- Designing for others.
- Product Development in Industry.

Unit 3 Outcomes

- Explain the role of a designer and how products are designed and produced to meet the needs of a client.
- Explain how products are designed and produced within an industrial or commercial setting.
- Develop a product for a client.

Unit 4: Product Evaluation and Marketing

This unit focuses on how judgements of the success of products can be made by comparing products in terms of quality, usefulness and appeal. Also looking at promotion and marketing of products. This course involves safe manufacture of products using wood and related materials.

Areas of Study

- Product Comparison.
- Marketing Products.

Unit 4 Outcomes

- Explain the relationship between aesthetic appeal, function of products and user needs.
- Explain the role of marketing in design and product development.
- Evaluate the outcome of the design and production activities in relation to the client's needs.

FOOD and TECHNOLOGY

Unit 3: Food Preparation, Processing and Food Controls

In this unit students develop an understanding of food safety in Australia. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate an understanding of key foods, analyse the functions of the natural components of key foods and apply this to the preparation of foods. Students devise a design brief from which they develop a detailed design plan.

Area of Study

- Maintaining food safety in Australia.
- Food preparation and processing.
- Developing a design plan folio.

Unit 3 Outcomes

- Explain the roles and responsibilities of the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
- Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
- Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4: Food Product Development And Emerging Food Trends

In this unit, students work independently to complete the design plan established in Unit 3. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends.

Areas of Study

- Implementing a design plan.
- Food product development.

Unit 4 Outcomes

- Implement a design plan for a set of 4-6 products and evaluate the outcome of the product against the requirements of the design brief.
- Analyse new and emerging food products and explain processes involved in the development and marketing of products.

**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 INFORMATION TECHNOLOGY

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 complete Certificate III in Information Technology (General) and get a credit of two VCE units at Units 3-4 level, students will need to complete the following units of competence similar to:

Unit Names

- Create user documentation.
- Install and optimise operating system software.
- Implement and monitor environmentally sustainable work practices.
- Provide IT advice to clients.
- Maintain equipment and software.
- Develop macros and templates for clients using standard products.

NOTE: To be eligible for the full Certificate III in Information Technology, you must have completed VET Information Technology at Year 10 and Year 11.
You may start this Certificate in Year 12. This will give you full VCE credits and partial VET modules which you may choose to complete at TAFE.

CERTIFICATE III IN MUSIC

Description

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

Units 3 and 4 include 3 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 soloist.

VCE VET 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 APPLIED FASHION DESIGN and TECHNOLOGY

Description

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.

Unit 3 and 4 continues on from the modules and skills developed in units 1 and 2 of this Certificate. On completion of all units students receive a TAFE Certificate. The Certificate will contribute to the ATAR score.

Areas of study

VCE VET Units 3 and 4

- Identify fibres and fabrics.
- Operate computing technology in a textile, Clothing or Footwear Workplace.
- Modify patterns to create basic styles.
- Embellish garment by hand or machine.
- Prepare and produce sewn garment.
- Prepare design concept for a simple garment.

NOTE: This is a Brimbank VET Cluster subject which will be taught at St Albans Secondary College. The class will run on Thursday afternoons from 1:30 to 5:00. Additional charges will apply.

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

Students are eligible to select this subject only if they have completed Units 1 and 2 in Year 11.

For more details please read your VET Cluster Handbook available from the careers room.

Cost of materials \$220 to be confirmed.

VET - CERTIFICATE III IN SPORT and RECREATION

Course Aims

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

Future Pathways

This Certificate provides a pathway for students who wish to pursue a range of occupations in the sport and recreation industry, including:

- Admin in a recreation setting;
- Community recreation;
- Coaching; and
- Fitness Instruction and Personal Training.

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

VCE VET Units 3 and 4

- Conduct basic warm up/cool down programs.
- Plan / conduct sport and recreation session.
- Facilitate groups.
- Analyse public education of use of resources.
- Provide public education of use of resources.
- Undertake risk analysis of activities.
- Provide fitness orientation.
- Instruct and monitor fitness programs.

NOTE: This course is only for students who complete Units 1 and 2 in Year 11



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