

YEAR 11 - 2018 COURSE SELECTION HANDBOOK



ST ALBANS
SECONDARY COLLEGE



ST ALBANS
SECONDARY COLLEGE

YEAR 11 VCE UNITS 1 AND 2 2018 COURSE SELECTION HANDBOOK

Table of Contents

Principal's Message	3	Information Technology	31
Careers Introduction.....	4	Computing	31
Victorian Certificate of Applied Learning (VCAL)	7	LOTE	32
Units 1 and 2 Offered at St Albans Secondary College	8	French.....	32
Units 3 and 4 Offered at St Albans Secondary College	9	Italian.....	33
VCE Units Offered at St Albans Secondary College	10	Japanese (2nd Language).....	34
Mathematics Pathway Recommendation Year 11 in 2018	11	Vietnamese (2nd Language).....	35
Course Planning - Year 11	12	Vietnamese (1st Language).....	36
VCE Programs Approach	13	Mathematics.....	37
Arts.....	14	Mathematics Pathways From Year 9 To Year 12.....	37
Drama	14	Foundation Mathematics.....	38
Studio Arts.....	15	General Mathematics.....	39
Visual Communication	16	Mathematical Methods (CAS)	40
Commerce	17	Specialist Mathematics	41
Accounting	17	Science	42
Business Management.....	18	Biology.....	42
Economics	19	Chemistry.....	43
Legal Studies	20	Physics	44
English	21	Psychology	45
English.....	21	Technology.....	46
English Language	22	Design and Technology – Woodwork	47
English As An Addition Language (EAL)	23	Food Studies.....	47
Bridging EAL	24	Vocational Education and Training (Vet)	49
Literature	25	VET - Arts	50
Health and Physical Education	26	Certificate III In Music	50
Health and Human Development	26	VET- Information Technology	51
Physical Education.....	27	Certificate III in Information, Digital Media & Technology	51
Humanities	28	VET – Health and Physical Education	52
Australian and Global Politics.....	28	Certificate III in Sport and Recreation.....	52
Geography.....	29	VET- Technology	53
History - 20Th Century	30	Certificate III in Applied Fashion Design and Technology	53
		VET- Hospitality	54
		Certificate II in Kitchen Operations.....	54
		Notes	55



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 2018 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

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 two weeks work experience.
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 team at school.
4. **Check out the following web pages:**
 - My Future www.myfuture.edu.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 - Select 'Explore Options'

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).

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

- Mr C Armstrong – Careers Coordinator
- Ms S Bekiaris – Senior Sub School Leader
- Ms A Woods – Assistant Senior Sub School Leader
- Ms A Langley – Senior Sub School Coordinator
- Mr R Krysiniski – Senior Sub School Coordinator
- Ms L Gough – Senior Sub School and VCAL 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
- Bridging EAL
- Business Management
- Chemistry
- Design and Technology - Woodwork
- Drama
- Economics
- English
- English as an Additional Language (EAL)
- English Language
- Food Studies
- Geography
- Health and Human Development
- History - 20th Century
- Information Technology – Computing
- 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 II in Kitchen Operations
- VET - Certificate III in Information, Digital Media and 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)
- English Language
- Food Studies
- Geography
- Global Politics
- Health and Human Development
- History – Revolutions
- Information Technology - Informatics
- Legal Studies
- Literature
- LOTE
 - French
 - Italian
 - Japanese
 - Vietnamese (1st Language)
 - Vietnamese (2nd Language)
- 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 II in Kitchen Operations
- VET - Certificate III in Information, Digital Media and 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
Arts Drama Studio Arts Visual Communication Design VET - Certificate III in Music	Mr D'Agas Ms Panteli Mr Orchard
Commerce Accounting Business Management Economics Legal Studies	Mr Fraser
English / English as an Additional Language (EAL) Bridging EAL English English Language English as an Additional Language (EAL) Literature	Ms Carbonaro Ms Good
Health and Physical Education Health and Human Development Physical Education VET - Certificate III in Sport and Recreation	Ms Hocking Ms Diallo
Humanities Australian and Global Politics Geography History - 20th Century History - Revolutions	Ms Pannu
Information Technology Information Technology - Computing Information Technology - Informatics VET - Certificate III in Information, Digital Media and Technology	Mr. Singh

Units Offered	Learning Area Coordinator
LOTE French Italian Japanese (2nd Language) Vietnamese (1st Language) Vietnamese (2nd Language)	Ms Biondi
Mathematics Foundation Mathematics Further Mathematics General Mathematics Mathematical Methods (CAS) Specialist Mathematics	Mr Hammond Ms Le
Science Chemistry Biology Psychology Physics	Ms Mair
Technology Design and Technology - Woodwork Food Studies VET - Certificate III Applied Fashion Design and Technology VET - Hospitality Certificate II in Kitchen Operations	Mr D'Agas Ms Coleridge
VCAL	Ms Gough
VET (See Cluster Handbook)	Ms Armstrong

MATHEMATICS PATHWAY RECOMMENDATION YEAR 11 IN 2018

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 2018, I recommend they study (please tick one):

- Specialist Mathematics and Mathematics Methods
- Mathematics Methods and General Mathematics
- General Mathematics
- 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 2018.

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

COURSE PLANNING PAGE – YEAR 11



Student Name: Home Group:

VCE Program	Selection	Name of Unit (with code)
First Choices Slot 1 MUST BE filled with either English or EAL Refer to the VCE Programs Approach on following page.	1	ENGLISH / EAL
	2	
	3	
	4	
	5	
	6	
Reserves Select 4 backup subject choices in the event your other choices are unavailable.	7	
	8	
	9	
	10	
Acceleration Subjects Indicate preferred acceleration subjects, if any.	1	
	2	
VCAL Program If you plan to do VCAL: Please slot your VET course choice here. (Refer to Brimbank VET Cluster Handbook)	VET choice 1	
	VET choice 2	

Signature of Student: Date:

Signature of Parent or Guardian: Date:

VCE PROGRAMS APPROACH

- To maximise your knowledge for a chosen pathway, subjects should be selected from a Learning Program below that best suits your individual pathway plan.
- Students are required to undertake **SIX** studies in Year 11 and **FIVE** studies in Year 12.
- CORE subjects are listed for each Program below and students have free choice of subjects where indicated.

PROGRAM	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
MATHS	Maths Methods	Specialist Maths	English/EAL	Free Choice	Free Choice	Free Choice
MATHS SCIENCE	Chemistry or Physics	Maths Methods	English/EAL	Free Choice	Free Choice	Free Choice
MATHS SCIENCE (ENGINEERING FOCUS)	Maths Methods	Specialist Maths	English/EAL	Physics	Free Choice (Chemistry if Chemical Engineering is your pathway)	Free Choice
SCI	Choose 2 of the following: Biology, Chemistry, Physics, Psychology		Maths Methods or General Maths	English/EAL	Free Choice	Free Choice
HUMS SCIENCE	Choose 1 of the following: Biology, Psychology, Chemistry, Physics	Choose 2 of the following: History, Legal, Business Management, Accounting, Politics, Geography		Maths Methods or General Maths	English/EAL	Free Choice
HUMS	Choose 2 of the following: History, Legal Studies, Business Management, Accounting, Politics, Geography		English/EAL	Free Choice	Free Choice	Free Choice
ENGLISH	English/EAL	Literature or English Language	History or Politics	Free Choice	Free Choice	Free Choice
BUSINESS	Choose 2 of the following: Business Management, Politics, VET IT*, Accounting, Legal, Maths or VCE IT		English/EAL	Free Choice	Free Choice	Free Choice
ECONOMICS & FINANCE	Choose 1 of the following: Economics, Accounting, Business Management, Politics	Maths Methods	English/EAL	Free Choice	Free Choice	Free Choice
VIS OR DESIGN ARTS	Choose 2 of the following: Studio Arts, Visual Com, Food Studies*, Product Design (Wood Tech)*, VET Fashion, VET Hospitality		English/EAL	English/EAL	Free Choice	Free Choice
PERF ARTS	Choose 1 of the following: Drama or Music	English/EAL	Free Choice	Free Choice	Free Choice	Free Choice
HEALTH & PE	HHD	PE	Psychology or Biology	English/EAL	Free Choice	Free Choice
SPORT & REC	VET Sport & Recreation	HHD or PE or Biology or General Maths or Maths Methods	English/EAL	Free Choice	Free Choice	Free Choice
PE/SCIENCE	PE	Choose 2 of Biology, Chemistry, Physics, Psychology		Maths Methods or General Maths	English/EAL	Free Choice

- If selecting Specialist Maths, Maths Methods should also be undertaken.

NOTE: English/EAL is compulsory in all VCE Learning Programs

DRAMA

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 student's 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

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

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.

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

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.

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

Unit 1:

Business of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students explore the factors affecting business and the internal and external environments.

Areas of Study

- Investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge.
- Consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.
- Explore factors within the internal environment and consider how planning impacts on the success of a business.

Unit 1 Outcomes

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered.
- Describe the external environment of a business and explain how the macro and operation factors within it may affect business planning.
- Describe the internal business environment and analyse how factors form within may affect business planning.

Unit 2:

This unit focuses on the establishment phase of a business's life and examine the legal requirements that must be satisfied to establish a business. Students investigate the features of effective marketing in business.

Areas of Study

- Investigate the legal requirements and financial considerations that are vital to establishing a business and the implications for the business if these requirements are not met.
- Develop an understanding of marketing, management practices, identifying, price, products features, packaging, promotion, place, people and processes. Students investigate public relations strategies and the benefits and costs.
- Examine the staffing requirements that meet the objectives of the business and contribute to productivity. Students research the process undertaken in relation to the recruitment, selection and induction of staff.

Unit 2 Outcomes

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply them to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and employee perspective.

ECONOMICS

Unit 1: The Behaviour of Consumers and Businesses.

This unit focuses on the way economic models have been developed to explain the causes and effects of human action. Examine economic models where consumers and businesses engage. Examine an economic model to explain changes in prices and quantities. Examine key markets to gain insight into factors that affect the way resources are allocated and how market power can affect efficiency.

Areas of Study

- Investigate factors that motivate people and the consequences of their actions in the economy. Examine the economic problem of what, how much to produce, how to produce and who benefits from what is produced. Apply tools that economists have used to help solve economic problems. Explain prices and how resources are allocated by the demand and supply model.
- Make connections between theory and the workings of markets in the Australian and world economy. Construct arguments on possible changes in markets using relevant models.

Unit 1 Outcomes

- Describe the economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- Explain the role of relative prices and other factors in the allocation of resources in a market.

Unit 2: Contemporary Economic Issues

This unit focuses on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability. Economic growth in terms of raising living standards and how achievement of this goal might result in degradation of the environment. Examine if goals of economic growth and environmental sustainability can be compatible.

Areas of Study

- Examine trade-offs between the growth in incomes and production and the goal of environmental sustainability. Evaluate how achievement of this goal impacts upon the environment. Examine if the goals of economic growth and environmental sustainability can be compatible. Explore how the benefits of economic growth are shared in an economy. Evaluate the role of government in markets and how achieving equality impacts on economic growth.

Unit 2 Outcomes

- Explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
- Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
- Explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

LEGAL STUDIES

Unit 1: Guilt and Liability

This unit focuses on types and sources of law and the existence of a court hierarchy. Investigate key concepts of criminal law and civil law. Appreciate the way legal principles are used in making judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study

- Explore the role of individuals, laws and the legal system. Consider the characteristics of an effective law, and types of law. Examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria
- Develop understanding of key concepts in criminal law.
- Investigate areas of civil law and consider scenarios giving rise to a civil claim.

Unit 1 Outcomes

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purposes and key concepts of criminal law.
- Explain the purposes and key concepts of civil law.

Unit 2: Sanctions, Remedies and Rights

This unit focuses on the criminal and civil law, the methods and institutions used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies. Investigate cases to form a judgment about the ability of sanctions and remedies to achieve justice. Examine the way rights are protected in Australia with another country, and reforms to improve rights in Australia.

Areas of Study

- Investigate the role of courts and the rights of the accused and of victims, and explore the purposes and types of sanctions. Examine reforms to the criminal justice system to achieve justice.
- Investigate a range of institutions to resolve a civil dispute, including courts and tribunals. Examine institutions and methods used to resolve a civil dispute and explore the purposes of remedies. Examine reforms to enhance the ability of the civil justice system to achieve justice.

Unit 2 Outcomes

- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

ENGLISH

Unit 1:

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

- Reading and Creating.
- Analysing and Presenting Argument.

Unit 1 Outcomes

- To identify, explain and analyse characters, settings, events, and ideas, issues and themes presented in texts.
- To apply the conventions of oral presentation in the delivery of spoken texts.
- To draft, review, edit and refine creative and analytical responses to texts, making choices about features of texts and using feedback gained from individual reflection, discussion, and peer and teacher comments.
- To develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others.

Unit 2:

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

- Reading and Comparing.
- Analysing and Presenting Argument.

Unit 2 Outcomes

- To explain and analyse similarities and differences between texts in the presentation of similar or related ideas, issues and themes, and the choices made by authors to convey particular perspectives.
- To draft, review, edit and refine comparative responses, making choices about features of texts and using feedback gained from individual reflection and peer and teacher comments.
- To develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others.

ENGLISH LANGUAGE

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.

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. Because of the complex nature of this subject, it is recommended that students are competent in mainstream English and have a working knowledge of grammar.

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 ADDITIONAL LANGUAGE (EAL)

Unit 1:

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

- Reading and Creating.
- Analysing and Presenting Argument.

Unit 1 Outcomes

- To identify, explain and analyse characters, settings, events, and ideas, issues and themes presented in texts.
- To apply the conventions of oral presentation in the delivery of spoken texts.
- To draft, review, edit and refine creative and analytical responses to texts, making choices about features of texts and using feedback gained from individual reflection, discussion, and peer and teacher comments.
- To develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others.

Unit 2:

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study

- Reading and Comparing.
- Analysing and Presenting Argument.

Unit 2 Outcomes

- To explain and analyse similarities and differences between texts in the presentation of similar or related ideas, issues and themes, and the choices made by authors to convey particular perspectives.
- To draft, review, edit and refine comparative responses, making choices about features of texts and using feedback gained from individual reflection and peer and teacher comments.
- To develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others.

Additional Information

Students are entitled to enrol in the EAL program if they have been in Australia or other predominantly English-speaking country for no more than seven years **AND** if prior to their arrival in Australia, their major language of instruction was **not** English.

BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

Unit 1:

In this unit, students develop their understanding of a range of texts and learn to appropriately communicate ideas, feelings, observations, information and understanding. They will complete a variety of reading, writing, listening and speaking tasks to build their knowledge of English in different contexts.

Areas of Study

- English for everyday and academic purposes.
- English for self-expression.

Unit 1 Outcomes

- To know the common characteristics of verbal Standard Australian English.
- To initiate, sustain and end conversations in informal and formal contexts.
- To engage in group work and discussion to promote language learning, including turn-taking and assuming roles.
- To identify and understand the key ideas and information in written, spoken and multimodal texts.
- To use strategies for planning and editing, including teacher conferencing and peer-editing.

Unit 2:

In this unit students will build upon their Unit 1 knowledge to create academic and persuasive texts. They will develop their knowledge of metalanguage and subject-specific vocabulary. They will complete a variety of reading, writing, listening and speaking tasks to build their knowledge of academic and media texts.

Areas of Study

- English for academic purposes.
- English in the media.

Unit 2 Outcomes

- To identify essential language and information from a range of academic texts..
- To use ICT and modeled research strategies to locate, extract and evaluate appropriate information from a variety of texts for a range of academic purposes.
- To make notes and summarise texts.
- To apply appropriate conventions of language, including spelling, vocabulary, syntax and form for a range of academic purposes.
- To distinguish between different types of media texts.
- To explain the impact on audiences of an author's construction choices.
- To identify and use language, structures, features and conventions appropriate for the chosen form, audience and context.

Additional Information

EAL students will be recommended for this subject by sub-school co-ordinators. Co-ordinators will recommend students who require additional English language support in order to achieve success in Year 11.

LITERATURE

Unit 1:

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study

- Reading practices.
- Ideas and concerns in texts.

Unit 1 Outcomes

- To respond to a range of texts and reflect on influences shaping these responses.
- To analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2:

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

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

Unit 2 Outcomes

- To analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- To compare texts considering the dialogic nature of texts and how they influence each other.

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Areas of Study

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

Unit 1 Outcomes

- Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

- Developmental transitions.
- Healthcare in Australia.

Unit 2 Outcomes

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

PHYSICAL EDUCATION

Unit 1: The Human Body in Motion

This unit explores how the musculoskeletal and cardiorespiratory systems work together to produce movements. Student investigate the relationship between the body systems and physical activity, sport and exercise, and how the systems adapt to the demands of the activity. They also explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Areas of Study

- Role of Musculoskeletal System in movement production.
- Function of Cardiorespiratory Systems at rest and during physical activity.

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 function and their limiting conditions. Students should also be able to evaluate the ethical and performance implications of the use of practices and substances that enhance the performance of the various systems.

Unit 2: Sports Coaching and Physically Active Lifestyles

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students explore various types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing and in that of different population groups.

Areas of Study

- Relationships between physical activity, sport, health and society.
- Contemporary Issues associated with physical activity and sport.

Unit 2 Outcomes

On completion of this unit the student should also be able to collect and analyse data related to individual population levels of participation in physical activity to create, undertake and evaluate an activity plan that meets the physical and sedentary behavior guidelines for an individual or specific group. Students should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity or sport in a local, national or global setting.

AUSTRALIAN AND GLOBAL POLITICS

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.

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

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.

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

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.

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.

COMPUTING

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.

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

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 Stud

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

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.

Study considerations: VCE (Baccalaureate)

If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above fro the English Group study; or a score of 33 or above for English as an Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics.

ITALIAN

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.
- Speaking and Listening

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.

Study considerations: VCE (Baccalaureate)

If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above fro the English Group study; or a score of 33 or above for English as an Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics.

JAPANESE (2ND LANGUAGE)

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.
- Speaking and Listening.

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.

Study considerations: VCE (Baccalaureate)

If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above from the English Group study; or a score of 33 or above for English as an Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics.

VIETNAMESE (2ND LANGUAGE)

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.

Study considerations: VCE (Baccalaureate)

If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above from the English Group study; or a score of 33 or above for English as an Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics.

VIETNAMESE (1ST LANGUAGE)

Units 1 and 2

This course is for Vietnamese speaking students who have lived in Australia for less than 6 years. 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.

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 an issue.
- Analyse and use information from spoken and written texts.
- Produce a personal response to a fictional text.

Unit 2 Outcomes

- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Listen to, read and extract and compare information and ideas from spoken and written texts.

*Students are advised that all written and verbal instructions is delivered in Vietnamese language only.

Study considerations: VCE (Baccalaureate)

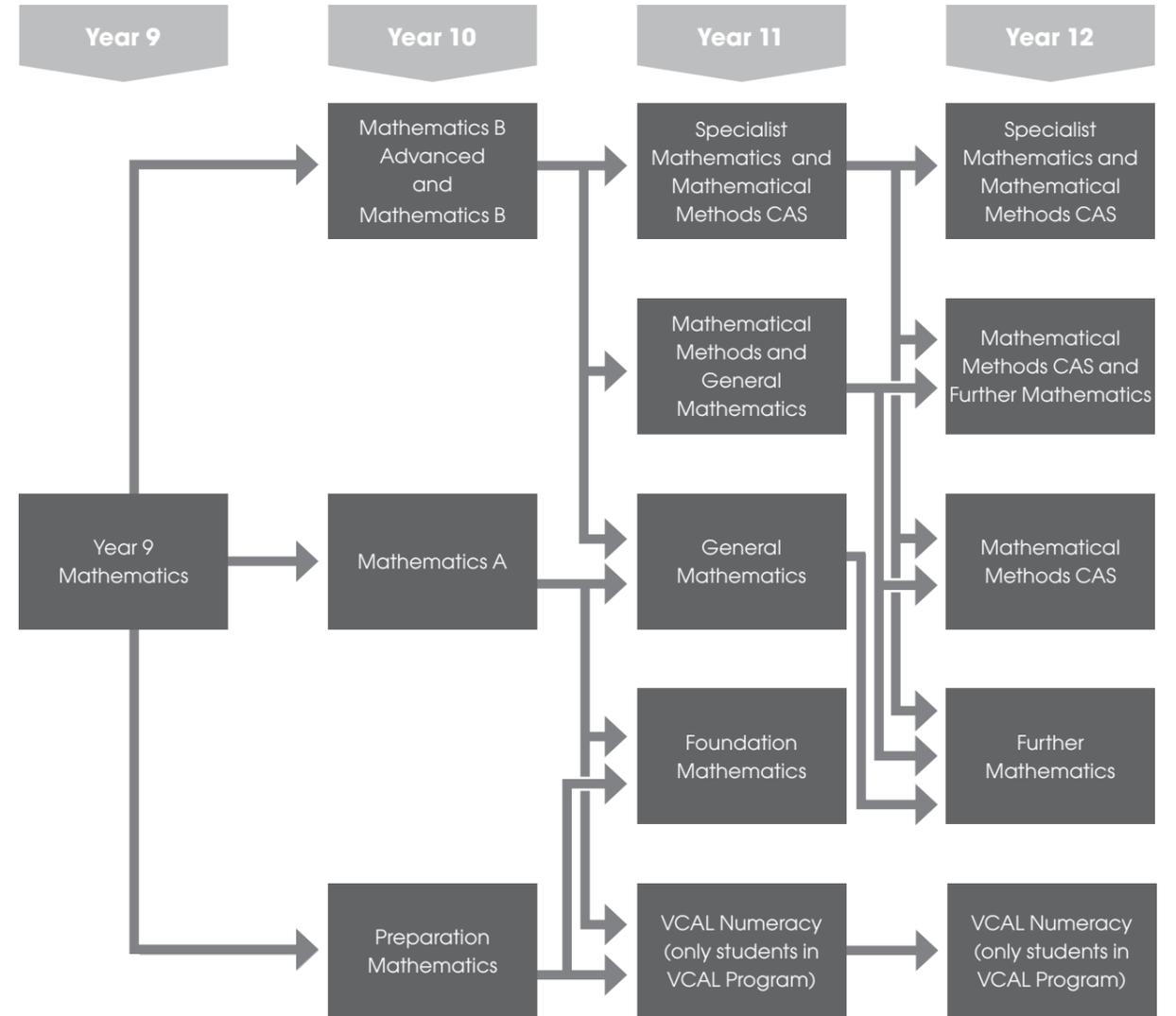
If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above from the English Group study; or a score of 33 or above for English as an Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics.

MATHEMATICS

MATHEMATICS PATHWAYS FROM YEAR 9 TO YEAR 12



FOUNDATION MATHEMATICS

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

Prerequisites

A pass in at both semesters of Mathematics A.

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.
- Statistics.
- 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)

Prerequisites

Passes in both units of Mathematics B and Mathematics B (Advanced) 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

Prerequisites

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

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

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

On completion of this unit, students should be able to:

- Investigate and explain how cellular structures and systems function to sustain life.
- 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.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

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

On completion of this unit, students should 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.
- 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.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

CHEMISTRY

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, students 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.
- 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.
- 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.

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, students 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.
- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- 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, students 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.
- 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.
- 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, students 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?')
- 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

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, students 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.
- 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.
- 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.

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, students 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.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- 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

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.

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 STUDIES

Unit 1: Food Origins

In this unit students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Areas of Study

- Food around the world.
- Food in Australia.

Unit 1 Outcomes

- Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earliest cuisines through practical activities.
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complements to commercial production. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Areas of Study

- Food industries.
- Food in the home.

Unit 2 Outcomes

- Students should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
- Students should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provisions and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

VOCATIONAL EDUCATION TRAINING 2018

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 Ms Armstrong in the Careers Room.

CERTIFICATE III IN MUSIC

Description

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

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

VCE VET UNITS 1 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, DIGITAL MEDIA AND 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 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.
- Install and Manage Network Protocols

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.

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 the Health Physical Education Department.

CERTIFICATE III IN APPLIED FASHION DESIGN AND TECHNOLOGY

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).





ST ALBANS
SECONDARY COLLEGE

St Albans Secondary College
Main Road East
ST ALBANS, 3021

Telephone: 9366 2555

www.stalbanssc.vic.edu.au