

# 2022



**ST ALBANS**  
SECONDARY COLLEGE



ST ALBANS  
SECONDARY COLLEGE

# YEAR 11 VCE UNITS 1 AND 2 2022 COURSE SELECTION HANDBOOK

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St Albans Secondary College  
Main Road East  
ST ALBANS, 3021

Telephone: 9366 2555

[www.stalbanssc.vic.edu.au](http://www.stalbanssc.vic.edu.au)



## 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 Units to be offered in 2022 at our school, as well as the requirements needed to satisfactorily complete each unit of work.

This Handbook serves as a guide only for students, and should be used in conjunction with advice from the Careers/ MIP's Coordinator, the Course Selection Team, and the relevant VCAA study and course guides.

We wish you every success in your senior years.

Kerrie Dowsley  
Principal

## CAREERS INTRODUCTION

### Choosing a Career

Choosing your subjects to support your career path is a really important decision. 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.
- 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](http://www.myfuture.edu.au)
  - VTAC Course Link [www.vtac.edu.au](http://www.vtac.edu.au) - Select 'Explore Options'
- 5. Remember to speak with your current teachers about your subject selection.**

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

Ms Armstrong	<i>Careers/Pathways/VET Coordinator</i>
Ms Bekiaris	<i>Senior Sub School Leader</i>
Ms Woods	<i>Assistant Senior Sub School Leader</i>
Mr Olthof	<i>Senior Sub School Coordinator</i>
Ms Pannu	<i>Senior Sub School Coordinator</i>
Mr Krysinski	<i>Senior Sub School Coordinator</i>
Ms Gough	<i>Senior Sub School and VCAL Coordinator</i>

### Learning Area Coordinators:

Mr D'Aglas	<i>Arts</i>	Mr Kadash	<i>Digital Technology</i>
Ms Pantelli	<i>Drama</i>	Ms Narasaki	<i>LOTE</i>
Mr Orchard	<i>Music</i>	Ms S Bark	<i>Mathematics</i>
Mr Fraser	<i>Commerce</i>	Mr McIntyre	<i>Mathematics</i>
Ms C Davies	<i>English</i>	Ms Hanley	<i>Science</i>
Ms Williams	<i>English</i>	Ms Coleridge	<i>Design Technology</i>
Mr Lac	<i>English as an Additional Language</i>	Ms Gough	<i>VCAL</i>
Mr McFarland	<i>Health &amp; Physical Education</i>		
Ms Donaldson	<i>Humanities</i>		

### 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 47 - 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.

## UNITS 1 AND 2 OFFERED AT ST ALBANS SECONDARY COLLEGE

- Accounting
- Applied Computing
- Australian and Global Politics
- Biology
- Business Management
- Bridging EAL
- Chemistry
- Drama
- Economics
- English
- English as an Additional Language (EAL)
- English Language
- Food Studies
- Geography
- Health and Human Development
- History – Modern History
- Legal Studies
- Literature
- LOTE
  - French
  - Italian
  - Japanese
  - Vietnamese (1st Language)
- Mathematics
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Physical Education
- Physics
- Psychology
- Studio Arts
- VCE - Vocational Specialisation
- VET - Certificate III in Applied Fashion Design and Technology
- VET - Certificate III in Information, Digital Media and Technology (Partial Completion)
- VET - Certificate II in Kitchen Operations/Hospitality (Partial Completion)
- VET - Certificate III in Music
- VET Brimbank Cluster Subjects (See Handbook)
- Visual Communication Design
- Woodwork

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
- Australian Politics
- Biology
- Business Management
- Chemistry
- Data Analytics
- Drama
- Economics
- English
- English as an Additional Language (EAL)
- Food Studies
- Geography
- Health and Human Development
- History – Revolutions
- Legal Studies
- Literature
- LOTE
  - French
  - Italian
  - Japanese
  - Vietnamese (1st Language)
- Mathematics
  - Further Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- Physical Education
- Physics
- Psychology
- Studio Arts
- VCE - Vocational Specialisation
- VET - Certificate III in Applied Fashion Design and Technology
- VET – Cert II in Hospitality
- VET - Certificate III in Information, Digital Media and Technology (Partial Completion)
- VET - Certificate III in Music
- Visual Communication Design
- Woodwork

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.

Units Offered
<b>Arts</b> Drama Studio Arts Visual Communication Design VET - Certificate III in Music
<b>Commerce</b> Accounting Business Management Economics Legal Studies
<b>English / English as an Additional Language (EAL)</b> English English Language English as an Additional Language (EAL) Literature
<b>Design Technology</b> Food Studies VET – Certificate III Applied Fashion Design and Technology VET – Hospitality Certificate II in Kitchen Operations/Hospitality Woodwork
<b>Digital Technology</b> Applied Computing Data Analytics VET – Certificate III in Information, Digital Media and Technology

Units Offered
<b>Health and Physical Education</b> Health and Human Development Physical Education
<b>Humanities</b> Australian and Global Politics Geography History - Modern History History - Revolutions
<b>LOTE</b> French Italian Japanese (2nd Language) Vietnamese (1st Language)
<b>Mathematics</b> Further Mathematics General Mathematics Mathematical Methods (CAS) Specialist Mathematics
<b>Science</b> Chemistry Biology Psychology Physics
<b>VCE - Vocational Pathways</b> 2022 – VCAL* 2023 – VCE - Vocational Specialisation
<b>VET</b> (See Cluster Handbook)

*\*this course doesn't change from VCAL in 2022, but students selecting VCAL Year 11 in 2022, need to know the certificate will change for them in 2023 (Year 12).*



## MATHEMATICS PATHWAY RECOMMENDATION YEAR 11 IN 2022

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

Year 10 Mathematics Teachers has confirmed that my Semester 1 Assessment Task results are:

Maths A		Maths B/Maths B (Advanced)	
Assessment Tasks	Score (%)	Assessment Tasks	Score (%)
Topic Tests	<input type="checkbox"/>	Topic Tests	<input type="checkbox"/>
Analysis Task	<input type="checkbox"/>	Analysis Task	<input type="checkbox"/>
Semester Examination	<input type="checkbox"/>	Semester Examination	<input type="checkbox"/>

Teacher Name: ..... Signature.....

Date: .....

In 2022, I have met the prerequisites to study:

*Tick the appropriate box/s below*

Mathematics Subjects	Prerequisites
<input type="checkbox"/> Specialist Mathematics <i>(Must be taken with Maths Methods)</i>	Maintain a 'B' or above average for Mathematics B and Mathematics B Advanced
<input type="checkbox"/> Mathematical Methods <i>(Must be taken with either Specialist or General Mathematics)</i>	Maintain a 'C' or above average for Mathematics B and Mathematics B Advanced
<input type="checkbox"/> General Mathematics	A pass in Mathematics A <b>OR</b> Completion of Mathematics B

**I acknowledge I have not met the prerequisites for the Maths course I wish to study.**

My parent has requested a meeting be arranged with my Year Level Coordinator after course counselling.

Student Signature .....

Parent Signature .....

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

VCE Program	Selection	Name of Unit (with code)
<b>First Choices</b> Slot 1 <b>MUST BE</b> filled with either English or EAL <b>**Students choosing EAL must bring a copy of their VCAA Application for EAL Form to their interview. This form must have been signed by Mr Lac.</b> Refer to the VCE Programs Approach on following page.	1	ENGLISH / EAL
	2	
	3	
	4	
	5	
	6	
<b>Reserves</b> Select 4 backup subject choices in the event your other choices are unavailable.	7	
	8	
	9	
	10	
<b>Acceleration Subjects</b> Indicate preferred acceleration subjects, if any.	1	
	2	
<b>VCAL Program</b> 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: .....

- 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
BUSINESS	English/EAL	Choose 2 of Business Management, Politics, VET IT, Accounting, Legal Maths or VCE IT		Free Choice	Free Choice	Free Choice
ECONOMICS & FINANCE	English/EAL	Maths Methods	Choose 1 of Economics, Accounting, Business Management, Politics	Free Choice	Free Choice	Free Choice
ENGLISH	English/EAL	Literature	History or Politics	Free Choice	Free Choice	Free Choice
HEALTH & PE	English/EAL	Health and Human Dev	PE	Psychology or Biology	Free Choice	Free Choice
HOSPITALITY	English/EAL	VET Hospitality	Free Choice	Free Choice	Free Choice	Free Choice
HUMANITIES	English/EAL	Choose 2 of History, Legal Studies, Business Management, Accounting, Politics or Geography		Free Choice	Free Choice	Free Choice
HUMANITIES/ SCIENCE	English/EAL	Maths Methods or General Maths	Choose 1 of Biology, Psychology, Chemistry or Physics	Choose 2 of History, Legal Studies, Business Management, Accounting, Politics or Geography		Free Choice
MATHS	English/EAL	Maths Methods	Specialist Maths	Free Choice	Free Choice	Free Choice
MATHS/SCIENCE	English/EAL	Maths Methods	Chemistry or Physics	Free Choice	Free Choice	Free Choice
MATHS/SCIENCE (ENGINEERING FOCUS)	English/EAL	Maths Methods	Specialist Maths	Physics	Free Choice (Chemistry if interested in Chemical Engineering)	Free Choice
PE/SCIENCE	English/EAL	PE	Choose 2 of Biology, Psychology, Chemistry or Physics		Maths Methods or General Maths	Free Choice
PERFORMING ARTS	English/EAL	Drama or Music	Free Choice	Free Choice	Free Choice	Free Choice
SCIENCE	English/EAL	Maths Methods or General Maths	Choose 2 of Biology, Psychology, Chemistry or Physics		Free Choice	Free Choice
SPORT & REC	English/EAL	Maths Methods or General Maths	Choose 1 of Health and Human Dev, PE or Biology	Free Choice	Free Choice	Free Choice
VISUAL ARTS/ DESIGN	English/EAL	Choose 2 of Studio Art, Visual Communication Design, Woodwork or VET Fashion		Free Choice	Free Choice	Free Choice

NOTE: If selecting Specialist Maths, Maths Methods should also be undertaken. English/EAL is compulsory in all VCE Learning Programs.

# DRAMA

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## Unit 1: Dramatic Story Telling

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

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## Unit 2: Creating Australian Drama

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

### Areas of Study

- Using Australia as inspiration.
- Preparing a devised performance.
- Analysing a devised performance.
- Analysing an Australian drama performance.

### Unit 2 Outcomes

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

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

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

# STUDIO ARTS

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## Unit 1: Artistic Inspiration and Techniques

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

### Areas of Study

- Developing art ideas.
- Materials and techniques.
- Interpretation of art ideas and use of materials.

### Unit 1 Outcomes

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

- Document sources of inspiration and explain which elements have inspired them to create artworks; They should also be able to discuss how artists get inspired and what they do in order to create artworks;
- Students demonstrate in their workbook that they can use a range of art making materials appropriately;
- Students compare and contrast artworks and discuss what inspired the artists who made them.

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## 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 DESIGN

## 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: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for service businesses owned by sole proprietors. Students will look at indicators to measure business performance, and take into account the range of ethical considerations faced by business owners.

### Areas of Study

- The role of accounting.
- Recording financial data and reporting accounting information for a service business.

### Unit 1 Outcomes

On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

## Unit 2: Accounting and Decision-making for a Trading Business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Students develop and suggest to the owner strategies to improve business performance. Students will look at business performance, and take into account the range of ethical considerations faced by business owners.

### Areas of Study

- Accounting for inventory.
- Accounting for and managing accounts receivable and accounts payable.
- Accounting for and managing non-current assets.

### Unit 2 Outcomes

On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

On completion of this unit the student should be able to record and report for non-current assets and depreciation.

# BUSINESS MANAGEMENT

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## 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

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## 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

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## 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.

# FOOD STUDIES

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## 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.

# WOODWORK

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## Unit 1: Design Modification and Production

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

### Areas of Study

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

### Unit 1 Outcomes

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

## 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.

# APPLIED COMPUTING

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## Scope of study

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

### Unit 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

#### Area of Study 1 Data analysis

In this area of study students examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected.

#### Area of Study 2 Programming

In this area of study students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

### Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment

#### Area of Study 1 Innovative Solutions

In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications. The innovative solution may take the form of a proof of concept, prototype or product.

#### Area of Study 2 Network Security

In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

# ENGLISH

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## 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 Texts
- 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 Texts.
- 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 AS AN ADDITIONAL LANGUAGE (EAL)

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## 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

To be eligible for EAL, students must fulfil one of the following criteria:

1. Not been resident in Australia or New Zealand or another predominantly English-speaking country for a total period of not more than seven years over the period of your education.

**AND**

English has not been a major language of instruction for a total period of not more than seven years over the period of your education.

2. Aboriginal or Torres Strait Islander person whose first language is not English.



# BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE (EAL))

## 2 SEMESTERS

### Units 1 and 2

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 modelled 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

This is a VCE subject. EAL students will be recommended for this subject by sub-school co-ordinators.

# 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. Students will investigate the World Health Organisation's definition and explore other interpretations of health and wellbeing. Students will identify personal perspectives and enquire into factors that influence health attitudes, beliefs and practices. They look at the multiple dimensions of health and wellbeing and the indicators that are used to measure and evaluate health status. Students will also consider their own health as individuals and population group, and build their health literacy through using data by investigating the role of food and extended enquiries into youth health.

### 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 looks at changes and expectations that are part of the progression from youth to adulthood. They apply health literacy by examining 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 will 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 healthcare.

### Areas of Study

- Developmental transitions.
- Healthcare in Australia.

### Unit 2 Outcomes

- Explain development changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood and explain health and wellbeing as an intergenerational concept.
- Describe how to access Australia's healthcare 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 also 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: Ideas, Actors and Power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

### Areas of Study

- Power and ideas
- Political actors and power

### Unit Outcomes

- On completion of this unit students should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.
- On completion of this unit students should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.
- On completion of this unit students should be able to understand and explain the concepts of the application of political power, evaluate Government power by comparing Australian democracy with a non-political system.
- On completion of this unit students should be able to identify and explain the roles and functions of political parties, interest groups and the media and their influence on participants in Australian policy.

## Unit 2: Global Connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad of ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals a part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

### Areas of Study

- Global links
- Global cooperation and conflict

### Unit Outcomes

- On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.
- On completion of this unit the student should be able to describe and analyse the extent to which global actors 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: Issues and Challenges.

### 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 - MODERN HISTORY

## Unit 1: Change and Conflict

In Unit 1 students explore the nature of social, political, economic and cultural change in the later part of the 19th century and first half of the 20th century.

### Areas of Study

#### Ideology and Conflict:

- Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of the war and causes of the Second World War.
- On completion of this unit students will be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

#### Social and Cultural Change:

- Students focus on social life and cultural expression in the late 19th century and first half of the 20th century and their relation to the technological, political and economic changes of the period.
- On completion of this unit the student will be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

## Unit 2: The changing world order

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the 20th century and the first decade of the 21st century.

### Areas of Study

#### Causes, course and consequences of the Cold War:

- In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events; the consequences on people, groups and nations; and the causes of the end of the Cold War and the collapse of the USSR.
- On completion of this unit students should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

#### Challenge and Change:

- In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same or when change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.
- On completion of this unit the student will be able to explain the challenges to social, political and economic structures of power and evaluate the extent to which continuity and change occurred.

# 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 Study

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

### Unit 1 Outcome

- Exchange meaning in a spoken interaction in French.
- Interpret information from two texts on the same topic.
- Present information, concepts and ideas in writing in French.

### Unit 2 Outcome

- Explain information, ideas and concepts orally to a specific audience.
- Respond in writing in French to spoken, written or visual texts.
- Analyse and use information to produce an extended response in French.

## 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.

# ITALIAN

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## Units 1 and 2

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

### Areas of Study

- Themes:
  - The individual (personal and professional worlds)
  - The Italian-speaking communities
  - The changing world/world around us
- Text Types - writing in Italian and writing in a variety of styles/genres
- Vocabulary
- Grammar
- Reading and responding to Italian texts
- Speaking and Listening to Italian texts

### Unit 1 Outcomes

- Express and present information, concepts and ideas through the production of original texts by writing in Italian
- Analyse, interpret and use information from spoken texts
- Exchange information, opinions and experiences in a spoken interaction in Italian

### Unit 2 Outcomes

- Analyse and use information from written, visual and spoken texts to produce an extended written response in Italian
- Respond critically in Italian to spoken, written or visual texts presented in Italian which reflect aspects of the language and culture
- Exchange and explain information, ideas and opinions orally in Italian to a specific audience

### 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.

### Study considerations: Italian Study Tour

Students studying Year 11 Italian will be eligible to participate in the biannual study tour to Italy.

# JAPANESE (2ND LANGUAGE)

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## Units 1 and 2

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

### Areas of Study

- Themes:
  - The individual
  - The Japanese-speaking communities
  - The world around us.
- Text Types.
- Vocabulary.
- Grammar.
- Speaking and Listening.

### Unit 1 Outcome

- Exchange meaning in a spoken interaction in Japanese.
- Present, information, concepts and ideas in writing.
- Interpret from two texts on the same topic.

### Unit 2 Outcome

- Explain information, ideas and concepts orally in Japanese to a specific audience.
- Respond in Japanese to spoken, written or visual texts to produce an extended written response in Japanese.

### 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.

### Study considerations: Japanese Study Tour

Students studying Year 11 Japanese will be eligible to participate in the biannual study tour to Japan..



# 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:
  - Self and others
  - Traditions and change in Vietnamese speaking communities
  - Global issues.
- Text Types.
- Kinds of Writing.
- Vocabulary.
- Grammar.

### Unit 1 Outcome

- Establish and maintain a spoken or written exchange related to an issue of interest or concern.

### Unit 2 Outcome

- To listen to, respond and reorganise information and ideas from spoken and written texts.

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

### Selection Advice:

Students must complete a Vietnamese test administered by the school to demonstrate their proficiency in Vietnamese. Upon successful completion of the test, students will receive a letter of recommendation that they must take into Course Counselling

### Study considerations: VCE (Baccalaureate)

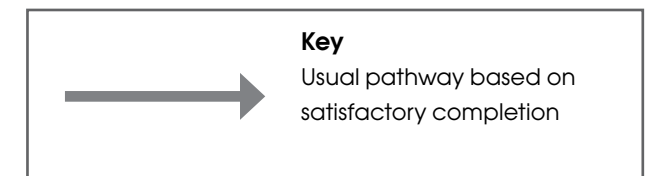
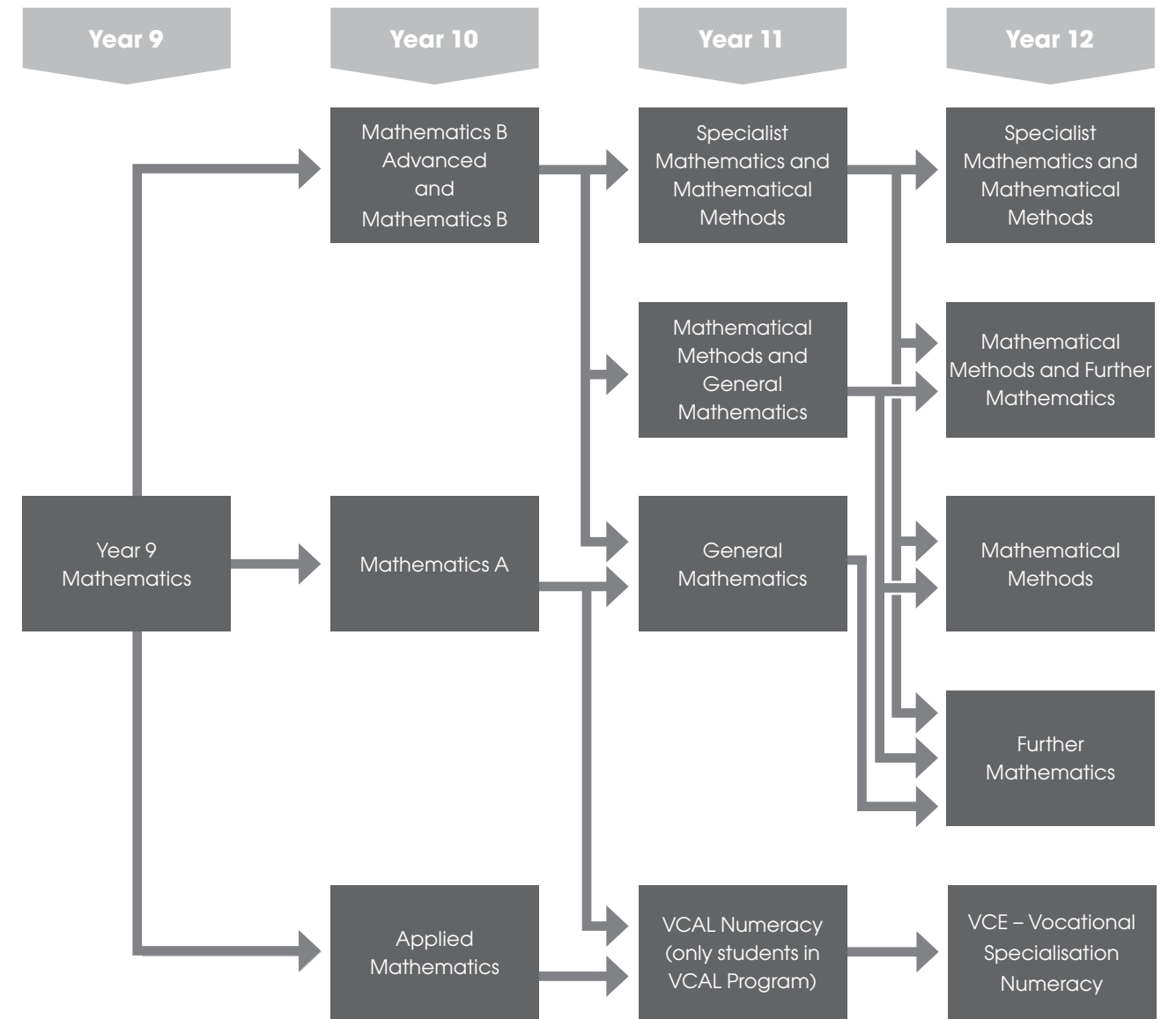
If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

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



# GENERAL MATHEMATICS

## Prerequisites

A pass in both semesters of Mathematics A or completion of Mathematics B.

**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, data analysis (statistics), graph of linear relations and matrices, 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

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

## 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 CAS Calculator is required.**

# MATHEMATICAL METHODS

## Prerequisites

Passes in both units of Mathematics B and Mathematics B (Advanced) with a 'C' or above average in both Mathematics in Year 10.

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

## Units 1 and 2:

Mathematical Methods Units 1 and 2 is designed as preparation for Mathematical Methods 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 CAS Calculator is required.**

# SPECIALIST MATHEMATICS

## Prerequisites

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

**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:

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 CAS Calculator is required.**

# BIOLOGY

## Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

## Areas of Study

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

## Unit 1 Outcomes

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

- explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

## Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

## Areas of Study

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

## Unit 2 Outcomes

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

- explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

## 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

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

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

### Areas of Study

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

### Unit 1 Outcomes

On completion of this unit, 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.

# PSYCHOLOGY CONTINUED...

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

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

### Areas of Study

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

### Unit 2 Outcomes

On completion of this unit, 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.



# VOCATIONAL EDUCATION TRAINING 2022

## VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training 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 VET course?**

There are a number of significant advantages in taking a VET 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 VET 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 VET 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

## CUA30915

### 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 of the following

- Perform music as part of a group
- Perform music as a soloist

**NOTE:** This is a Brimbank VET Cluster subject, which is 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 the Brimbank VET Cluster Handbook.

# CERTIFICATE III IN APPLIED FASHION DESIGN AND TECHNOLOGY

## MST20616

### 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 is 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 the Brimbank VET Cluster Handbook.

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

# CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (PARTIAL COMPLETION)

ICT30118

## Course Aims

- Provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.
- 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.

## ICT30115 Certificate III in Information, Digital Media and Technology (Partial Completion) Units 1-4

- Comprises a minimum of 11 units of competency: eight compulsory units and a minimum of three elective units.

On successful completion, students will be eligible for:

- a statement of attainment towards the completion of ICT30115 Certificate III in Information, Digital Media, and Technology
- recognition of up to two units at Units 1 and 2 level and a Unit 3 and 4 sequence.

To get credit towards partial 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.
- Implement and monitor environmentally sustainable work practices.
- Minimum 1 Elective unit of competency.

# CERTIFICATE II IN HOSPITALITY AND CERTIFICATE II IN KITCHEN OPERATIONS (PARTIAL COMPLETION)

SIT20316 & SIT20416

## Course Aims

This dual program provides an opportunity to undertake two qualifications simultaneously - SIT20316 Certificate II in Hospitality and SIT20416 Certificate II in Kitchen Operations (partial completion) and receive additional credits towards VCE or VCAL.

## Description

The dual program provides participants with an overview of the Hospitality Industry as well as the necessary training and skills development for the achievement of competence in both food preparation and food and beverage service.

## Future Pathways

Further study in Certificate II Commercial Cookery, Certificate III in Aviation (Cabin Crew), Certificate III in Hospitality, Certificate IV in Hospitality, Diploma of Hospitality (Management), Advanced Diploma of Hospitality (Management), Bachelor of Applied Science (Hospitality Management) and Bachelor of Food Studies.

This qualification can also provide a pathway to an Apprenticeship/Traineeship in the Hospitality Industry.

## Units 1 and 2

13 Units to be completed (8 Core Units and 5 Elective Units)

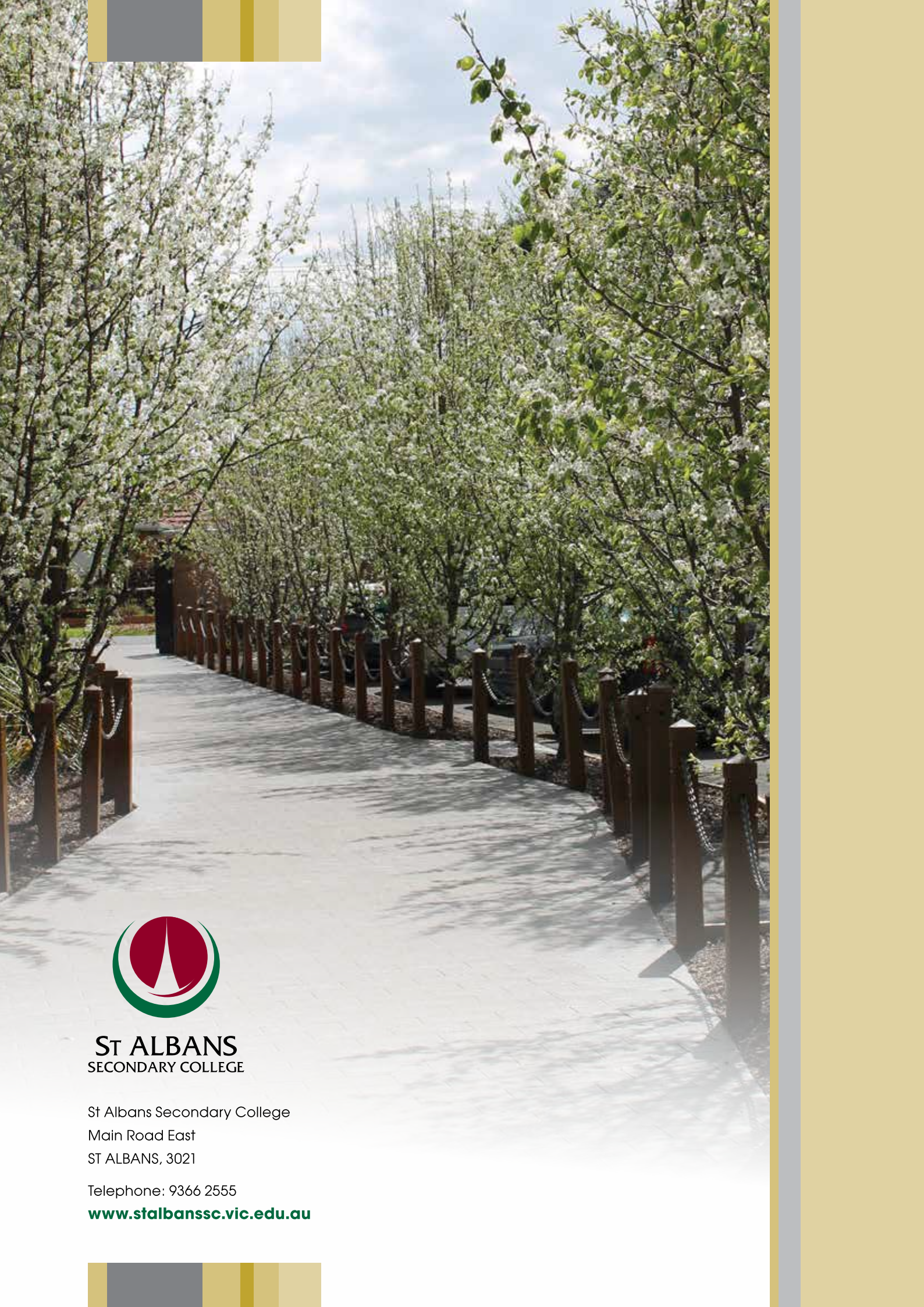
**NOTE: Students will need to purchase a Chef uniform from the RTO (arrange at Orientation class in November).**

**This is a Brimbank VET Cluster subject, which is taught at St Albans Secondary College. The class will run on Tuesday afternoons from 1.30-5.30pm. Additional charges will apply. For more detail please read the Brimbank VET Cluster Handbook.**









**ST ALBANS**  
SECONDARY COLLEGE

St Albans Secondary College  
Main Road East  
ST ALBANS, 3021

Telephone: 9366 2555

[www.stalbanssc.vic.edu.au](http://www.stalbanssc.vic.edu.au)