

2024



ST ALBANS
SECONDARY COLLEGE



ST ALBANS
SECONDARY COLLEGE

YEAR 11 VCE UNITS 1 AND 2 2024 COURSE SELECTION HANDBOOK

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PRINCIPAL’S MESSAGE

We are pleased to present this VCE Handbook as a part of the school’s Pathways 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 2024 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 and Course Selection Teams, 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 an important decision. It is normal 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, some of the following ideas may be 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 the Careers team at school.
- 4. Check out the following web pages:**
 - My Future www.myfuture.edu.au
 - VTAC Course Link 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 Cassar	<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 Krynski	<i>Senior Sub School Coordinator</i>
Ms Gough	<i>Senior Sub School and VCE - Vocational Major (VM) Coordinator</i>

Learning Area Coordinators:

Mr D’Aglas	<i>Arts</i>	Mr McCall	<i>Digital Technology</i>
Ms Pantelli	<i>Drama</i>	Ms Narasaki	<i>LOTE</i>
Mr Orchard	<i>Music</i>	Mr Vincent	<i>Mathematics</i>
Mr Fraser	<i>Commerce</i>	Ms Hanley	<i>Science</i>
Mr Rowland	<i>English</i>	Ms Panayiotou	<i>Design Technology</i>
Mr Lac	<i>English as an Additional Language</i>	Ms Gough	<i>VCE – Vocational Major Learning Coordinator</i>
Mr Lakovski	<i>Health & Physical Education</i>	Mr Krynski	<i>VCE Learning Coordinator</i>
Ms O’Connell	<i>Humanities</i>		

What is VCE? (Victorian Certification of Education)

VCE is a 2 year course that all students in Years 11 and 12 undertake 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

Students enrolling in VCE – Vocational Major (VM) need to ensure they **collect the extra VCE-VM resource package prior to Course Selection**. Students will enrol in:

- 4 Units of Literacy
- 4 Units of Numeracy
- 4 Units of Personal Development Studies
- 4 Units of Work Related Skills
- A Two year Vocational Education and Training (VET) Course – see Brimbank VET Cluster 2023 Student Handbook to select this course

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 including units 3 & 4 (VCE – VM 3 units of Literacy, including units 3 & 4). Students must also satisfactorily complete 3 other Unit 3/4 sequences to be eligible to obtain a VCE or VCE-VM Certificate.

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 49 - 52.

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.
- (iv) You select a program that best suits your learning style in order to optimise success in your VCE program (VCE or VCE – VM)

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 and Careers Counsellors about your selection of units.

The subjects you select will, to some extent, determine what you are able to do after leaving school.

VCE UNITS 1 AND 2 OFFERED AT ST ALBANS SECONDARY COLLEGE

VCE – Vocational Major students, *please see extra resource package*

- Accounting
- Applied Computing
- Art Making and Exhibiting
- Biology
- Business Management
- Bridging EAL
- Chemistry
- Drama
- Economics
- English
- English as an Additional Language (EAL)
- Food Studies
- Geography
- Health and Human Development
- History – Ancient History
- History – Modern History
- Legal Studies
- Literature
- LOTE
 - Italian
 - Japanese
 - Vietnamese (1st Language)
- Mathematics
 - General Mathematics
 - Mathematical Methods
 - Specialist Mathematics
- Physical Education
- Physics
- Politics
- Psychology
- Studio Arts
- VCE - Vocational Major – *please see extra resource package*
- VET - Certificate II in Cookery
- VET - Certificate II in Apparel, Fashion and Textiles
- VET - Certificate III in Information Technology
- VET - Certificate III in Music (Performance)
- 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 3 AND 4 OFFERED AT
ST ALBANS SECONDARY COLLEGE

VCE – Vocational Major students, *please see extra resource package*

- Accounting
- Art Making and Exhibiting
- 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
 - Italian
 - Japanese
 - Vietnamese (1st Language)
- Mathematics
 - General Mathematics
 - Mathematical Methods
 - Specialist Mathematics
- Physical Education
- Physics
- Psychology
- Studio Arts
- VCE - Vocational Major – *please see extra resource package*
- VET - Certificate II in Apparel, Fashion and Textiles
- VET - Certificate III in Information Technology
- VET - Certificate III in Music (Performance)
- 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
Arts Art Making and Exhibiting Visual Communication Design VET - Certificate III in Music (Performance)
Commerce Accounting Business Management Economics Legal Studies
English / English as an Additional Language (EAL) English English as an Additional Language (EAL) Literature
Design Technology Design and Technology Food Studies VET - Certificate II Cookery VET - Certificate III Apparel, Fashion and Textiles
Digital Technology Applied Computing Data Analytics VET - Certificate III in Information Technology

Units Offered
Health and Physical Education Health and Human Development Physical Education
Humanities Geography History - Ancient History History - Modern History Politics
LOTE Italian Japanese (2nd Language) Vietnamese (1st Language)
Mathematics General Mathematics Mathematical Methods (CAS) Specialist Mathematics
Science Chemistry Biology Psychology Physics
VCE – Vocational Pathways 2024 - VCE - Vocational Major
VET (See Cluster Handbook)



ST ALBANS SECONDARY COLLEGE



MATHEMATICS PATHWAY RECOMMENDATION YEAR 11 IN 2024

In 2023, I have met the prerequisites to study (in 2024):
Tick the appropriate box/s below

Mathematics Subjects	Prerequisites
<input type="checkbox"/> Units 1 & 2 Specialist Mathematics (Must be taken with Mathematical Methods)	Maintain a 'B' or above average for Mathematics B and Mathematics B (Advanced)
<input type="checkbox"/> Units 1 & 2 Mathematical Methods (Must be taken with either Specialist Mathematics or General Mathematics)	Maintain a 'C' or above average for Mathematics B and Mathematics B (Advanced)
<input type="checkbox"/> Units 1 & 2 General Mathematics	A pass in Mathematics A OR Completion of Mathematics B

Teacher Name: Signature

Date:

I acknowledge I have not met the prerequisites for the Mathematics 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

VCE – Vocational Major students
Do not fill in this page, please see extra resource package

Student Name: Home Group.....

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

PREFERRED CAREER PATHWAY (STUDENTS MUST FILL IN THIS AREA)

Log into your Pre-Course Selection Assignment to fill in the below table with your top 3 courses.

Course Name	Institution	Pre-requisites

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 Cookery	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 Art Making and Exhibiting, 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.

ART MAKING AND EXHIBITING

Unit 1: Explore, Expand and Investigate

The unit is designed to assist students to explore materials, techniques and processes used to create a range of different art forms. Students explore, experiment, document and evaluate their use of a range of media in their Visual Journals.

Areas of Study

- Explore – materials, techniques and art forms.
- Expand – make an artwork, present the artwork and reflect on how techniques have been used to represent ideas.
- Investigate – research Australian Artists and present information about them in an exhibition proposal.

Unit 1 Outcomes

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

- record and document art making processes including media exploration in a visual journal
- create an artwork in a specific art form
- identify the conventions for presenting different art forms
- produce promotional materials for Artworks by Australian Artists that include information about media, materials and application techniques, and the representation of ideas and communication of subject matter.

Unit 2: Understand, Develop and Resolve

The focus of this unit is to understand how artworks are conceived, made and displayed.

Areas of Study

- Understand – ideas, artworks and exhibition.
- Develop – theme, aesthetic qualities and style.
- Resolve – ideas, subject matter and style.

Unit 2 Outcomes

- **Thematic Exhibition**
Students select a range of artworks to create their own themed exhibition. Three artworks from an exhibition attended and three artworks sourced by the student are included in the exhibition. An oral report is supported by an exhibition proposal that includes written statements exploring the theme, a theme based justification of the artworks selected, sketches of the exhibition and an overview statement.
- **Experimental Artworks and Documentation**
Students explore aesthetic qualities of artworks. They produce a series of experimental artworks based on a teacher selected theme. Ideas and techniques are recorded, refined and documented in a Visual Arts Journal.
- **Finished Artwork**
At least one finished artwork, derived from outcome 2 journal experiments.

DRAMA

Unit 1: Dramatic Story Telling

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

Areas of Study

- Creating a devised performance.
- Presenting a devised performance.
- Analysing a devised performance.
- Analysing drama performances presented by other practitioners.

Unit 1 Outcomes

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

- use play making techniques to devise and develop group or solo performances based on a range of stimulus. They will have documented their play-making process
- demonstrate their performance skills specifically expressive skills, theatrical conventions and stagecraft
- analyse the development and performance of their own works created during outcome 1 and 2
- analysing performance techniques, conventions, styles, stagecraft and dramatic elements used in performances presented by other practitioners.

Unit 2: Creating Australian Drama

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

Areas of Study

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

Unit 2 Outcomes

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

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

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

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

- 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.
- 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

- 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.
- 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.
- Record and report for non-current assets and depreciation.

BUSINESS MANAGEMENT

Unit 1:

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Areas of Study

- The business idea.
- Internal business environment and planning.
- External business environment and planning.

Unit 1 Outcomes

- Describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
- Describe the internal business environment and analyse how factors form within it may affect business planning.
- Describe the external environment of a business and explain how the macro and operation factors within it may affect business planning.

Unit 2:

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Areas of Study

- Legal Requirements and financial considerations.
- Marketing a business.
- Staffing a business.

Unit 2 Outcomes

- Outline the key legal requirements and financial record-keeping considerations when establishing a business and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
- Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

ECONOMICS

Unit 1: Economic Decision-making

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline, investigate some of the factors that motivate people to act in the way they do and consider the consequences of their actions. Every country is faced with the same basic economic problem: how are resources to be allocated to best meet the needs and wants of its people? Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. Students consider the roles of three key economic agents in the Australian economy: consumers, businesses and the government. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools economists have developed to help them undertake and analyse economic decision-making.

Areas of Study

- Thinking like an economist.
- Decision-making in markets.
- Behavioural economics.

Unit 1 Outcomes

- Describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.
- Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
- Explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2: Economic Issues and Living Standards

Students consider and evaluate the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Areas of Study

- Economic activity.
- Applied economic analysis of local, national and international economic issues.

Unit 2 Outcomes

- Explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
- Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

LEGAL STUDIES

Unit 1: The Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Areas of Study

- Legal foundations.
- Proving guilt.
- Sanctions.

Unit 1 Outcomes

- Describe the main sources and types of law and evaluate the effectiveness of laws.
- Explain the purposes and key concepts of criminal law and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Unit 2: Wrongs and Rights

Students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study

- Civil liability.
- Remedies.
- Human rights.

Unit 2 Outcomes

- Explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
- Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- Explain one contemporary human rights issue in Australia and evaluate the ways in which rights are protected in Australia.

FOOD STUDIES

Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Areas of Study

- Food around the world.
- Food in Australia.

Unit 1 Outcomes

- Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
- Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

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 domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

- Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

WOODWORK

Unit 1: Design Modification and Production

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

Areas of Study

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

Unit 1 Outcomes

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

Unit 2: Collaborative Design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Areas of Study

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

Unit 2 Outcomes

- The student should be able to individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
- Students apply techniques and processes to manufacture and assemble their team project/s designed in Outcome 1. Students need to use appropriate methods of recording production processes and modifications to production plans. They examine how design teams and individual designer-makers evaluate their use of materials, techniques and processes in transforming design options into a product range or team-designed product.

APPLIED COMPUTING

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

Unit 1:

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigation of the point of view and/or voice of the text. They also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts through a growing awareness of situated contexts, stated purposes and audience.

Areas of Study

- Reading and exploring texts.
- Crafting texts.

Unit 1 Outcomes

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

- make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text
- demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose
- describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2:

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

Areas of Study

- Reading and exploring texts.
- Exploring argument.

Unit 2 Outcomes

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

- explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning
- explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience
- construct a point of view text for oral presentation.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Unit 1:

For this unit, students will undertake two areas of study.

In area of study 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text’s vocabulary, text structures and language features can create meaning on several levels and in different ways.

In area of study 2, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Areas of Study

- Reading and exploring texts.
- Crafting texts.

Unit 1 Outcomes

- Know inferential reading and viewing strategies.
- Know ideas, concerns and tensions in a text.
- Know vocabulary, text structures and language features in a text.
- Know personal and analytical writing in response to a text.
- Develop strategies for inferential reading and viewing.
- Engage productively in small group and class discussion, including listening to others.
- Plan and develop personal and analytical writing about a text, including the use of appropriate metalanguage to discuss vocabulary, text structures and language features.
- Use textual evidence, where appropriate, to support writing.
- Know the ways purpose, context and audience shape writing.
- Know different language modes and their effects on structure and meaning.
- Know the power of language when deployed by an author to achieve their aims.
- Know the range of ideas presented in various ways in mentor texts.
- Know writing processes including drafting, refining and considering feedback.
- Know the value of collaboration and discussion.
- Employ and experiment with vocabulary, text structures and language features for effective writing.
- Write with a clear purpose and an awareness of context and audience.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) CONTINUED...

Unit 2:

For this Unit, students undertake two areas of study.

In area of study 1, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

In area of study 2, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Areas of Study

- Reading and exploring texts.
- Exploring argument.

Unit 2 Outcomes

- Identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.
- Discuss and analyse the specific vocabulary, text structures and language features in text, including the use of appropriate metalanguage, and how these aspects create meaning.
- Respond to a set topic.
- Construct analytical writing in response to a text, including the use of appropriate evidence from the text.
- Explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience.
- Construct a point of view text for oral presentation.
- Summarise the key points in arguments using skills such as note-taking and annotation.
- Develop sound and sequential argument, including appropriate use of evidence and language.
- Plan, draft and refine a point of view text for oral presentation.

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)

Units 1: English for Learning

In this unit students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Areas of Study

- Area of Study 1: English for everyday purposes.
- Area of Study 2: English for academic purposes.

Unit 1 Outcomes

- Know the common characteristics of verbal Standard Australian English, including paralinguistic features.
- Know vocabulary and conventions specific to everyday situations.
- Know the metalanguage required to identify and discuss language and texts.
- Know the process of planning, drafting, revising, editing and proofreading written work.
- Identify and use the common characteristics of verbal and paralinguistic features of Standard Australian English.
- Identify and discuss ambiguous or inappropriate communication in spoken and written texts.
- Use pronunciation, word and sentence stress, rhythm, pausing and intonation appropriate to Standard Australian English to communicate statements, questions, commands and exclamation, and for different purposes and to achieve particular effects.
- Initiate, sustain and end conversations in informal and formal contexts.
- Engage in group work and discussion to promote language learning, including turn-taking and assuming roles.
- Use vocabulary appropriate to the purpose of a text.
- Analyse their own speech in different contexts, considering their expression of ideas and experiences, and roles and relationships, and the degree of formality used.

BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) CONTINUED...

2 SEMESTERS

Unit 2: English for Life

This unit is comprised of one compulsory study and one elective study.

The elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

One of the following elective areas of study must be selected for study:

Areas of Study

- Area of Study 1: English for self-expression (Compulsory)
- One of the following elective areas of study:
 - Area of Study 2: English in the media
 - Area of Study 3: English for the workplace.

Unit 2 Outcomes

- Know the ways authors use language for different purposes and audiences.
- Know the range of ways authors use structures, features and conventions of texts.
- Know the ways authors create meaning through the development of their own ideas and experiences.
- Identify, explain and analyse how features of texts are used to create meaning.
- Choose and apply appropriate textual features to create texts.
- Plan, draft, revise and edit for technical accuracy.
- Distinguish between different types of media texts.
- Identify and understand features of print, spoken and multimodal media texts.
- Identify key information, the differences between fact and opinion, and understand bias in texts by identifying evidence and referencing.
- Identify language cues such as modal verbs for possibility or probability.
- Identify and discuss the language, structures, features, conventions and information used in media texts to construct points of view and position audiences.
- Identify key information presented in workplace texts.
- Identify and understand the language, features, structures, conventions and information used in print, spoken and multimodal workplace texts.
- Use appropriate language to discuss the construction of workplace texts.

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 consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Areas of Study

- Reading practices.
- Exploration of literary movements and genres.

Unit 1 Outcomes

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

- respond to a range of texts through close analysis
- explore conventions common to a selected movement or genre
- engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of others texts considered characteristic of the selected movement or genre.

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

- Voice of country.
- The text in its context.

Unit 2 Outcomes

- To explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
- To analyse and respond to the representation of a specific time period and/or culture explored in a text.
- To reflect or comment on the ideas and concerns of individuals and groups in a context.

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.

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
- 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
- analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

HISTORY: ANCIENT HISTORY

Unit 1: Ancient Mesopotamia

In this unit students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing - a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Areas of Study

- Discovering civilisation.
- Ancient empires.

Unit 1 Outcomes

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

- explain the features of civilisations and the development of civilisation in Mesopotamia
- explain continuity and change in Ancient Mesopotamia.

Unit 2: Ancient Egypt

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

OR

Unit 2: Early China

In this unit students investigate the features of civilisation in early China and the representation of power during the Qin and Han empires. The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Areas of Study

- Egypt: The double crown.
- Middle Kingdom Egypt: Power and propaganda.

Unit 2 Outcomes

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

- explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power
- explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Areas of Study

- Ancient China.
- The early dynasties.

Unit 2 Outcomes

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

- explain the features civilisation in early China and analyse how these features developed and changed
- explain the rise and fall of the Qin and Han dynasties and analyse the use and representation of power in early China.

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, the student 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, the student 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.

POLITICS

Unit 1: Politics, Power and Political Actors

In this unit, students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Areas of Study

- Power and national political actors.
- Power and global political actors.

Unit 1 Outcome

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

- explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue
- analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue.

Unit 2: Democracy: Stability and Change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges.

Areas of Study

- Issues for Australia's democracy.
- Global challenges to democracy.

Unit 2 Outcome

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

- analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld
- analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles.

ITALIAN

Units 1 and 2

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

Areas of Study

- Themes:
 - The individual (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.



PARLI
ITALIANO?

JAPANESE (2ND LANGUAGE)

Units 1 and 2

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

Areas of Study

- Themes:
 - The individual
 - The Japanese-speaking communities
 - The 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.
- Interpret and reorganise information and ideas from two texts on the same subtopic.
- Produce an imaginative piece in spoken or written form.

Unit 2 Outcome

- Listen to, respond and reorganise information and ideas from spoken and written texts.
- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Produce a spoken or written response to two texts on the same subtopic.

***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)

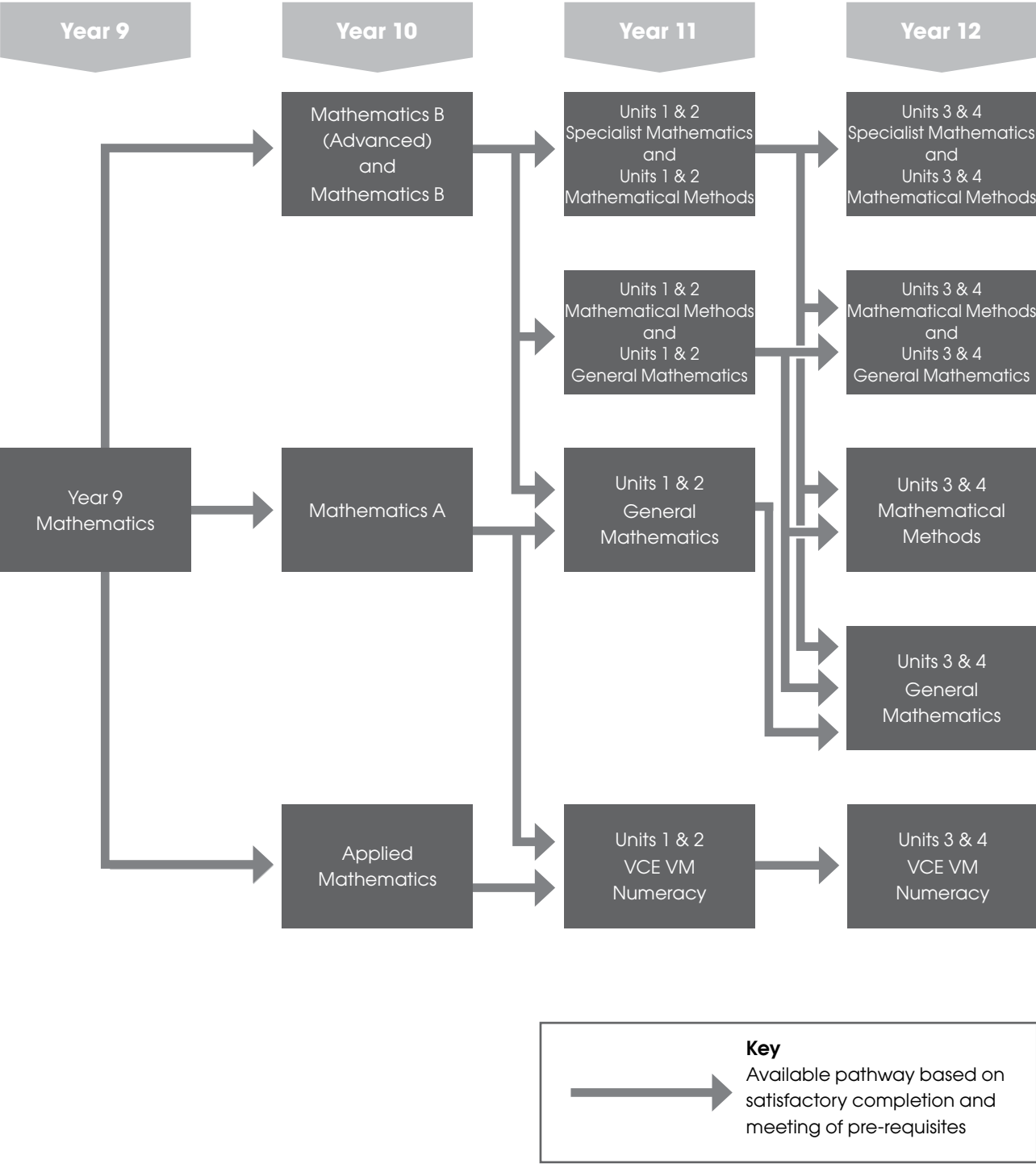
If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

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 General Mathematics Units 3 and 4.

General Mathematics Units 1 and 2 taken as a stand-alone subject provides students with the minimum requirements for General 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, the student 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, the student 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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Areas of Study

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Unit 1 Outcomes

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

- explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures
- calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers
- investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Areas of Study

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

Unit 2 Outcomes

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

- explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society
- calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities
- draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

PHYSICS

Unit 1: How is energy useful to society?

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 examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Areas of Study

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Unit 1 Outcomes

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

- apply wave models and equations to analyse, interpret and explain changes in thermal energy in selected contexts and describe the environmental impact of human activities with reference to electromagnetic radiation
- explain the nature of subatomic particles in the nucleus to calculate energy, and describe how the different types of radiation produced are used by contemporary society
- 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.

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 eighteen options related to astrobiology, astrophysics, bioelectricity, biomechanics, climate, 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 is motion understood?
- Options: How does physics inform contemporary issues and applications in society? One option is to be selected by the student.
- Practical Investigation.

Unit 2 Outcomes

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

- investigate, analyse and mathematically model the motion of particles and bodies
- will be based on the option chosen (Example: 'How can we detect possible life beyond Earth's Solar System?' 'How is radiation used to maintain human health?')
- design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Areas of Study

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

Unit 1 Outcomes

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

- discuss the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development
- analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning
- identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

PSYCHOLOGY CONTINUED...

Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students 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 contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students 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. 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.

Areas of Study

- How are people influenced to behave in a particular way?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Unit 2 Outcomes

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

- analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour
- explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions
- adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from primary data.

VOCATIONAL EDUCATION TRAINING 2024

**(VCE Vocational Major Students, please
see extra resource package
for Brimbank Cluster VET Courses on offer)**

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 (PERFORMANCE)

CUA30920

Course delivered in partnership with COSAMP (RTO 41549)

Description

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

Units 1 to 4 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.

Unit of Competence

VCE VET Units 1 and 2 includes copyright arrangements.

- Work effectively in the music industry.
- Plan a career in the creative arts industry.
- Create simple musical pieces using music technology.
- Perform simple repertoire in ensembles.
- Make music demos.

Units 3 and 4

- Develop technical skills for musical performances.
- Prepare for musical performances.
- Develop and perform musical improvisation.
- Develop and apply stagecraft skills.
- Perform music as part of a group OR
- Perform music as a soloist.

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 will be taught at St Albans Secondary College. The class will run on Tuesday afternoons from 1.30-5.00pm.

CERTIFICATE II in COOKERY

SIT20421

Course delivered in partnership with AIET (RTO 121314)

Course Aims

This qualification develops the skills of basic food preparation and cookery. Participants learn to effectively prepare a range of simple dishes, with a focus on safe and hygienic practices. Students receive credits towards VCE or VCE Vocational Major.

Description

This program provides participants with an overview of the Hospitality (Kitchen Operations) Industry as well as the necessary training and skills development for the achievement of competence in food preparation.

Future Pathways

Further study in Certificate III 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 (7 Core Units and 6 Elective Units)

Other Requirements

- Students are required to wear a uniform. Further information will be provided at Orientation about where to purchase.
- VET delivery hours are between 1.30pm - 5.30pm on Tuesdays.
- Practical assessments such as catering for selected college events may exceed normal classroom hours and this reflects the nature of the hospitality industry.

NOTE: This is a Brimbank VET Cluster subject which will be taught at St Albans Secondary College. The class will run on Tuesday afternoons from 1.30-5.00pm. Students have the opportunity for their garments to be entered into state and national competitions.

CERTIFICATE II IN APPAREL, FASHION AND TEXTILES

MST20722

Course delivered in partnership with RIPPONLEA Institute (RTO 21230)

Course Aims

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

Units 1 and 2 develop skills needed to successfully complete Units 3 and 4 of this certificate. On completion of all units students receive a TAFE certificate. The Certificate will contribute to their ATAR score.

Areas of Study

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

NOTE: This is a Brimbank VET Cluster subject which will be taught at St Albans Secondary College. The class will run on Tuesday afternoons from 1.30-5.00pm.

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

CERTIFICATE III IN INFORMATION TECHNOLOGY

ICT30120 Course delivered in partnership with Ripponlea
Institute (RTO 21230)

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.

ITC30115 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 ICT30120 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.

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