Options Booklet 2021

Stella Maris College

La Salle
Malta

Introduction

Dear Student,

The time to make an important choice in your life has arrived. Please take the time to gradually **read up about all the subjects available for you to choose from**, so you can get a broader understanding of each one. We cannot over emphasize the importance of having as much information as possible in order to **make a good and informed decision.**

You need to weigh up the advantages and disadvantages of your choice and the likely consequences. This way you will have as full a picture as possible.

What to Consider

In the case of subject choice, there are **three main elements to consider:**

What are my likes and dislikes? What are my abilities? How do I perform academically? What are my talents? What motivates me?

What are the subjects like? Do I like them? Can I cope with the studies these subjects require? Where could they lead?

What are the roads open to me? Is this career widely available and in demand? What is the work environment like? Can I see myself doing this job for a long stretch of time? Does it suit my personality and abilities?

It is important to have as many answers as possible to these questions - look up information on the internet. Ask your parents, family and teachers who all have experience in the world of work. Talk to friends, but in the end, YOU have to make the choice you think is best suited to YOU.

The information in this booklet is as updated as far as possible (at the time of going to print). It is detailed but can never be 100%, so it is your responsibility to look up more information. To help you with this there are some main websites of interest listed at the end of the booklet. Make good use of them and this booklet.

Best Wishes,

Ms Donia Micallef, Mr Antoine Hili & Ms Alexia Cutajar Conti

Guidance Team

Contents

You may use the hyperlinks to go directly to your subject of interest.

Accounting

Owners of businesses and private individuals need to control their finances, and some knowledge of accounting procedures is always useful to them.

Why study Accounting?

Accounting is needed to answer certain questions like: “Is income being shown accurately? Are expenses being checked? How much is owed to suppliers or by customers? How much money is there in the bank? What does the business own?” Preparing and interpreting accounts answers these questions on finance. This is ACCOUNTING!

To study Accounting at University level as Bachelor of Commerce, you must present as part of your entry requirements an Advanced level in Accounting graded ‘C’ or better (if Accounting is to be the main area of study), together with at least an Intermediate Level in Pure Mathematics, graded ‘C’ or better.

So if you are comfortable with numbers, like studying by practising, are capable of thinking logically and pleased to help others by explaining financial results…then ACCOUNTING is for you. Go for it!

Where will it lead to?

Accounting can lead to careers in:

- Banking,
- Insurance,
- Finance,
- Auditing,
- and as Company Secretary.

Mr Conrad Briffa
Accounts Teacher

Computing

The science of what makes the Computer a Tool.

Why study Computing?

The course investigates the way computer systems (hardware and software) are designed and built and what enables them to process, transmit and store data. On a practical and logical level, the course trains learners to program in Java and encourages them to keep abreast with current technological trends and practices.

The course covers all topics required by students to sit for the SEC O-level exam at the end of Grade 11. Students will have theory lessons, Programming lessons using Java as well as written classwork and homework. SEC Coursework to be presented by Grade 11 will constitute 15% of the total mark.

Students who choose Computing need to show dedication, organization and initiative throughout the three years.

It will be helpful to learners to base their choice of the subject on the following criteria:

- Competency in ICT C3 (obtaining above 70% in the C3.1/C3.2 subject)
- A satisfactory Math background
- A satisfactory Science background
- Good English reading and writing skills

Where will it lead to?

Most computing courses at tertiary level allow the student to follow a course in some of these fields:

- Programming
- Internet Hosting/ Gaming
- Computer System Design
- Electrical, Mechanical Engineering
- Multimedia
- Business and Computing
- Business and Finance
- Game Development
- Artificial Intellience

Computing is not a technician course.

Students wishing to follow a career in Computing can choose one of these options once they have obtained their O-level:

- MCAST
- Sixth Form/Higher Secondary - University
- Private training centres

Ms Sarah Farrugia
Mr Ivan Buttigieg
Computing Team

Design & Technology

The aim of this subject is to give students the opportunity and confidence to tackle and solve problems which are related to the present and future needs of individuals. Design and Technology encourages students to question this technological world as well as constructively evaluate their own designs and other people's work.

Why study Design and Technology?

In Design and Technology students will encounter many new ideas which are either directly or indirectly linked to other subjects such as Art, sciences, languages, Social Studies, Mathematics, Business Studies, Economics, Graphical Communication and Information Technology.

> 'By its nature technology has links with subjects across the curriculum.'
> (Interim Report, 1988, pg.91)

Through the course students will be able to draw upon and apply basic knowledge, understanding and skills gained from these different study areas in order to build the competence and confidence to solve technological problems.

In Grades 7 and 8, Stella Maris College students were brought into contact with the two main areas of Design and Technology. These are Resistant Materials/Mechanics & Electricity/ Electronics. They had access to a wide range of equipment and were shown how to structure their designing by recording ideas in a design portfolio.

Students developed their design and technology capability by combining designing and making skills with knowledge and understanding. They also began to study existing products to see how others have solved similar problems.

During Grade 9 and 10, students will work on various projects distributed during the year. They will be asked to produce products together with a design folio for each project. The design folio will include an extensive research on different materials and processes. Such folio should be presented neatly on A3 sheets using good English.

By the end of Grade 10, students will choose one title from those issued by the MATSEC board and do the proposal. During the Grade 11, students will be asked to produce a high-quality product based on the chosen title. The students will have to present a design folio together with the product.

The design folio and the product will carry 50% of the total marks of the ‘O’ level. The other 50% will be a written paper where students will be asked a number of questions on all the five areas that make up design and technology; design, resistant materials, electronics, food and textiles. Students will have to achieve a pass in both papers to be able to obtain a pass.

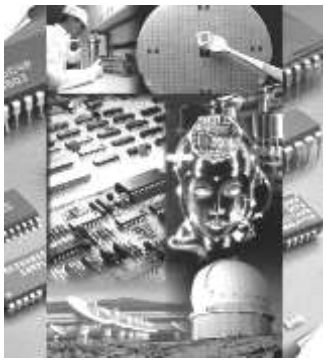
Where will it lead to?

Design and Technology will open the road to a wide range of careers and opportunities. These include:

- Electrical Engineering,
- Mechanical Engineering,
- Architecture,
- Draughtsmanship,
- Graphic and Industrial Design,
- Career within ITS,
- Technician,
- Career within the aviation industry.

It is strongly suggested that students opting for this subject choose Graphical Communication as a second subject as the ability to communicate by means of drawings and diagrams will be a very valuable asset.

Mr Mario Calleja
Ms Rebecca Vella Cachia
Mr Albert Sciberras
Design & Technology Team



Economics

Do you ever wonder why food costs increase when oil prices rise? Do you ever question why politicians worry when other countries talk of going bankrupt? Do you ever think about the psychology of business organizations and what methods they opt for to maximize profits? All of these phenomena can be explained through economics.

Economics is the study of the production and consumption of goods and the transfer of wealth to produce and obtain those goods. Economics explains how people interact within markets to get what they want or accomplish certain goals. Since economics is a driving force of human interaction, studying it often reveals why people and governments behave in particular ways.

There are two main types of economics: microeconomics and macroeconomics. Microeconomics focuses on the actions of individuals and industries, like the dynamics between buyers and sellers, borrowers and lenders. Macroeconomics, on the other hand, takes a much broader view by analyzing the economic activity of an entire country or the international marketplace.

Microeconomics:

- Production, specialisation & division of labour
- Different types of economic systems
- Business organisations and business finance
- Reasons and ways how firms grow in size
- Demand, supply and their effect on price
- Costs of production
- Labour market & wages

Macroeconomics

- Importance of international trade & globalisation
- Demography - study of population
- Budget - government income & expenditure
- Measuring national income
- Economics development & growth
- Inflation & unemployment
- Government economic policies

At University level one can further his studies by reading a Bachelor of Commerce degree. Economics is one of the areas of specialisation. The entry requirement for this course is an Intermediate level in Pure Mathematics graded 'C' or better.

Mr Conrad Briffa
Economics Teacher

Students **with interest in current affairs** will certainly enjoy this subject.
Reading skills, good knowledge of spoken and written English and mathematical skills are necessary requirements for the subject!

Unlike Science there are no easy and strictly wrong or right answers. This is obvious when you listen to the disputes between Economists!

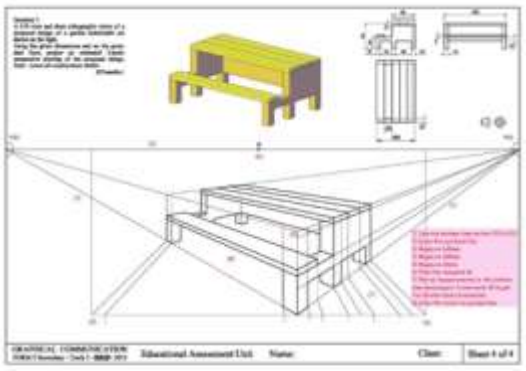
If you come to class with an open mind, prepared to listen carefully and work diligently, economics can be a very rewarding subject.

Graphical Communication

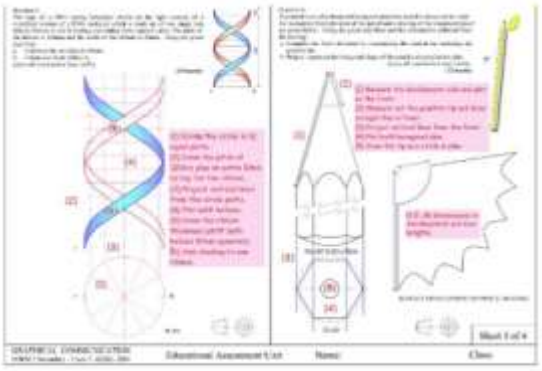
The importance of Graphical Communication, or the ability to communicate by means of drawings and diagrams, is widely recognized in today's world of technology, more so in that it crosses language barriers and provides us with a single system that can be understood universally.

Why study Graphical Communication?

The approach in this three-year course is to relate drawings to everyday objects and to involve the student in the problem-solving and design aspects of graphical work.



- A 3 dimensional representation of a garden bench in perspective.



- A helical construction of the DNA.
- A drawing of a shaving of a sharpened pencil in the form of a cone.

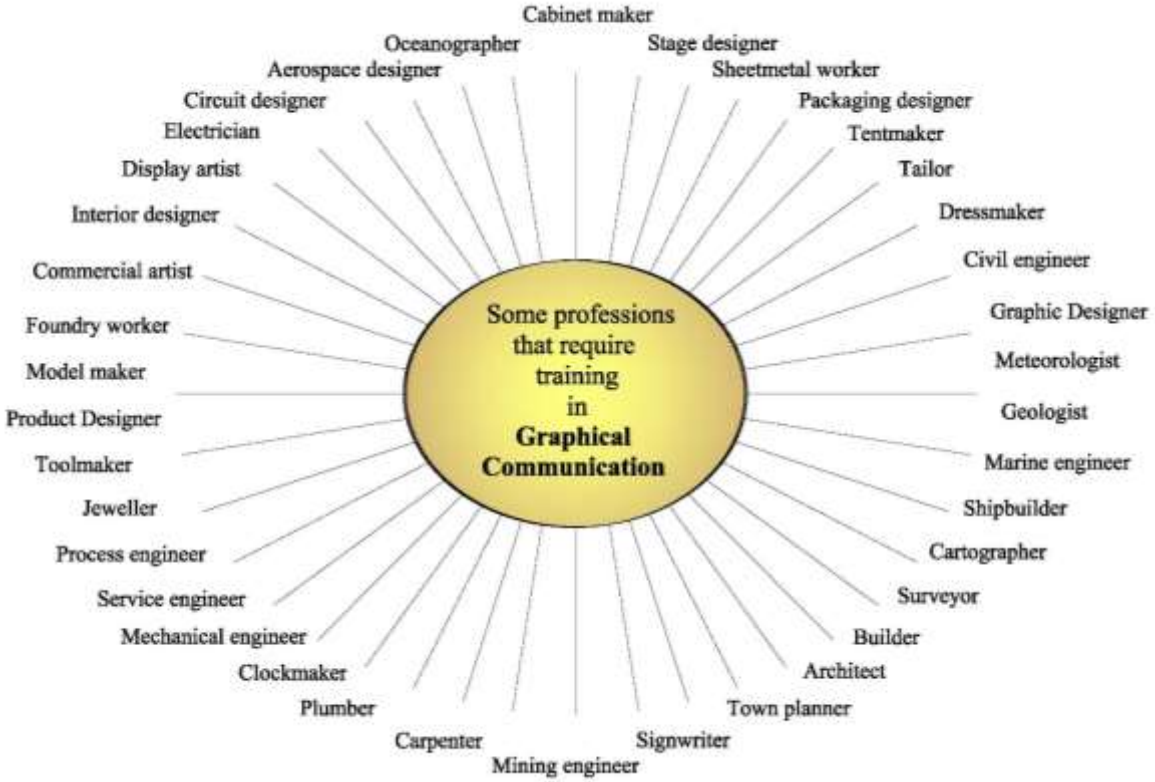
The course will focus on drafting techniques using dedicated tools, such as setsquares and t-squares. Though nowadays such tools have been replaced by computers, one can understand much better the concepts of 3D and 2D drawings and how to use drafting software such as Auto Cad by first learning how to use such tools.

The course will cover the five main areas of Graphical Communication:

- Geometry
- Orthographic Projection (2D Views)
- Pictorial Views (3D representations)
- Graphic Design
- Solid Geometry

Where will it lead to?

The design approach in this subject, though not compulsory, will be of particular use to those students who intend to further their studies in any area relating to careers such as (see image below):



The school provides a complete course leading to MATSEC examinations by the end of Grade 11.

Ms Cursty Gafà
Mr Jonathan Cauchi
Graphical Communication Team

Physical Education

Whereas in the past, sport and physical education were considered to be a pure hobby, today the world of sport has revolutionised itself into an ever-growing world full of job opportunities. Hence, P.E. at SEC level is the first step for anyone who intends to follow this direction.

P.E. at SEC level is mainly divided in the following components:

PART 1 – PRACTICAL EXAM (45%)

ATHLETICS (15%)
Run (100 metres or 800 metres), Throw (Shot Put or Discus), Jump (Long Jump or High Jump).

SWIMMING (15%)
Freestyle, Backstroke, Breaststroke

GAME (15%)
Three drills related to ONE of the following sports: football, basketball, volleyball, handball, hockey and badminton.

PART 2 - THEORY EXAM (40%)

Students are requested to sit for a 2-hour written exam related to:
Section A – *Movement and Physical Activities*
Section B – *Health Related Fitness*
Section C – *Body Systems and Performance*
Section D – *Sport in Society*

PART 3 – PORTFOLIO (15%)

During Grade 10 and 11 students are requested to carry out the following three projects: Interview with a sports personality (5%), Scouting Report (5%) and Skill Analysis (5%).

The 4 P.E. weekly Option lessons will be divided into 2 theory and 2 practical sessions.

Where will it lead to?

Primarily this course is intended for prospective PE Teachers, fitness trainers, sport facility managers, physiotherapists, sport psychologists, nutritionists and dieticians. P.E. is also a great first stepping stone towards a career in Sports Administration (directors, officials, coaches) and Sports Media (journalists). Such courses may be followed at the University of Malta and MCAST.

Mr Andy Grech
Mr Jivko Jetchev
P.E. Team

Science Subjects - Biology and Chemistry

Why study a Science subject such as Chemistry and Biology?

Science has a direct influence on every aspect of our lifestyle. Being scientifically literate is an essential component to succeed in a dynamic society. A scientifically literate person is one who is able to:

- appreciate and understand the impact of science and technology in everyday life;
- take informed personal decisions about things that involve science, such as health, diet, use of energy resources;
- read and understand the essential points of media reports about matters that involve science;
- reflect critically on the information included in and (often more importantly omitted from), such reports; and
- take part confidently in discussions with others about issues involving science.

Science subjects also promote a scientific approach to solving everyday problems both in the work environment and in the home. This includes hands-on experience and problem-solving investigations. They open several avenues for further studies and job opportunities as described below. Any one of the science subjects is a compulsory entry requirement at Junior College or any Private Sixth Form.

Each science subject course work usually contributes to the final SEC mark. The course work mainly involves experimental lab work, problem-solving investigations, site visits and/or fieldwork carried out during Grades 9, 10 and 11.

Students can choose one of the following science subjects or a combination of both i.e. Chemistry and Biology.

Why study Chemistry?

Chemistry involves the study of material composition and their interactions with one another. Practical experiments help us to observe and understand why reactions take place. Through Chemistry, students achieve an awareness of a variety of chemical changes taking place and their profound effect on the world we live in.

Why study Biology?

Biology involves the study of living organisms. It also deals with the study of natural habitats

and the effect of human development on these. Students will be able to identify ways to use natural resources sustainably for economic benefit and to improve the quality of life.

Where will these Science subjects lead to?

Chemistry and Biology set the grounds for jobs in:

⇒ Chemical and pharmaceutical industry;

⇒ Scientific research in various fields such as finding how living things function, genetics, biotechnology, finding cures to various illnesses, producing synthetic materials, agriculture, studying and conserving ecosystems;

⇒ Health-related professions: doctor, dentistry, dental hygiene, dental technology, pharmacist, pharmacy technicians, nursing, podiatrist, physiotherapist, nutritionist, medical laboratory services, radiographer, communication therapy, occupational therapy, health science, midwifery;

⇒ Teaching;

⇒ Agriculture, horticulture, animal care, fish husbandry, fish management;

⇒ Animal management and veterinary nursing;

⇒ Hair dressing and beauty specialists;

⇒ Health and social care;

⇒ Environmental Science;

⇒ Laboratory work;

⇒ Forensic Science.

- Chemistry is highly recommended for students who intend to pursue a career in mechanical engineering and architecture.
- Some of the courses required for these careers (e.g. veterinary medicine) are not available at the University of Malta but can be pursued abroad.
- Biology is required at Intermediate level to read for a degree in Psychology.
- Biology at SEC level is required for a diploma in sport.
- Chemistry at SEC level is required for an advanced diploma in cultural heritage.
- Pure Maths and Computing together with Biology or Chemistry can lead to careers in computer engineering.

Further information about course requirements can be found by using the following links:

http://www.um.edu.mt/courses/

https://www.mcast.edu.mt/full-time-programmes/

https://www.mcast.edu.mt/institute-of-applied-sciences-2/

https://www.mcast.edu.mt/institute-of-applied-sciences-centre-of-agriculture-aquatics-and-animal-sciences/

Ms Shirley Bonnici Spiteri

Dr Doreen Mizzi

Ms Maria Rita Opauszki

Ms Valentina Farrugia

Mr Daniel Borg

Biology and Chemistry Teams

Art

Why Study Art?

In today's world, Art is very important because it encompasses all the developmental domains in child development. Art is also an extremely versatile subject, leading to its demand being on the increase. Although Art may not seem as challenging as the other subjects offered, yet it is a demanding subject in a different way. Art is above all a discipline. Art requires talent, maturity, creativity, attention to detail, time management, perseverance and motivation.

Art at Secondary Level is about Observation - learning how to observe the world around us more closely, and to represent it on a 2D surface using a variety of media and techniques as listed below:

- Aquarelle Pencils
- Water-Soluble Pencils
- Chalk & Charcoal.
- Watercolours
- Oil Pastels
- Chalk Pastels
- Acrylics
- Poster Paints
- Mixed Media
- Pen & Ink

Students will learn how to exploit different Genres:

- Still Life
- Natural/Man-made objects
- Portraiture
- Human Figure
- Landscapes
- Seascapes
- Perspective
- Theme Work
- Abstract
- Imaginative

What is required for the MATSEC Examination:

Students need to build a Portfolio of coursework over a period of time. There is also a Project that includes a written Assignment. The coursework, project and assignment carry 20 marks.

The final examination is based on two papers:

1. Object and Still Life drawing or The Human Figure
2. Composition on a given Theme

MATSEC ART Examination

Paper1 carries 40 marks

Students work from observation in a formal examination of two hours plus one-hour preparatory work. This paper has 2 options:

(a) Still-Life composed of Man/Made & Natural forms,

(b) Human Figure.

Paper 2 carries 40 marks

Students are requested to prepare a composition from a given Theme. This is a two-hour paper. An extra hour is allowed for preparatory work. Students are issued with three general themes, three weeks in advance. Students are expected to make use of the three weeks for investigation, research, experimentation and development of forms and ideas related to their chosen theme.

Where will it lead to?

Art is recommended for courses related to:

Art & Design

- Graphic Design
- Art History
- Fine ARTS
- Education - Teaching
- Conservation and Restoration
- Art Appreciation
- Interior Design
- Architecture – Spatial Design
- Computer Aided Design
- Photography
- Tourism Studies - Guiding

Where to study ART:

Art can be studied at Intermediate and Advanced level at G.F. Abela Junior College, Giovanni Curmi Higher Secondary, De La Salle and St Aloysius College Sixth Forms, St Martin's College etc. Meanwhile, M.C.A.S.T offers a number of different courses such as Art & Design, Creative Arts, Graphic Design, Photography, Fine Arts etc.

Ms Victoria Agius
Art Teacher

VET SUBJECTS

General Information

Assessment

Each Vocational Education and Training (VET) subject consists of **THREE UNITS** spread over **three years (Grades 9, 10, 11)** with one unit each year. Each unit will be assessed by:

Assignment 1 (Written & Practical) – 26 to 34 marks

Assignment 2 (Written & Practical) – 26 to 34 marks

Controlled assessment (Written exam) – 38 to 42 marks.

*** All 3 assessments will be internally and externally verified.**

Students must **attempt all assignments** in order **to pass the unit.** Students may request a revision of marks on the same lines used for other SEC subjects. The marks of the three units will be added and the cumulative percentage mark determines the grade to be awarded. **Candidates may qualify for Grades 1 to 7.** The results of candidates who do not obtain at least a Grade 7 shall remain unclassified (U).

Synoptic Assessment

If a student fails to pass a Unit or if a candidate is absent for the controlled assessment for a justified reason, he can take a re-sit in the form of a synoptic assessment of the unit.

In order for a student to sit for the synoptic assessment, he must register at MATSEC Support Unit and pay a registration fee. The highest mark that can be awarded in the synoptic for a student who had failed the Unit is 60%.

The highest mark for a student who was absent for the controlled assessment for a justified reason is 100%. The synoptic assessment will be set and corrected by the MATSEC Board. If a candidate fails the synoptic assessment, s/he can re-sit the synoptic assessment one other time only at the end of the next scholastic year. The MATSEC Support Unit will inform the students and the school at the end of July whether they passed the synoptic test or not. Students have 1 week to appeal from the mark given for the whole Unit, at a fee.

Conditions for the award

Candidates must obtain a minimum of 50 marks in **each** Unit to qualify for the award. If a candidate passes from **two Units** but fails to satisfy the examiners in the other Unit, s/he may be eligible for the award of a Grade 6 or 7. If a candidate obtains a cumulative mark less than

120 in the three assessments, his/her result will be **unclassified (U)**. If a candidate fails to pass from **two Units** by the end of the programme, his result will be **unclassified (U)**.

Late submissions of assignments

If a student does not hand in the Task Home Assignment and/or the Practical **ON TIME** s/he should approach the person in charge of quality assurance in the school and the deadline of that assignment can be **extended** only if there is an **extenuating circumstance**.

If there is **no** extenuating circumstance the deadline **should not** be extended and the student will have to sit for the **synoptic assessment**.

If a student is not present for the controlled assessment for a justifiable reason he has to sit for the **synoptic assessment.**

VET Engineering Technology

What is included in the VET Engineering Technology course?

The VET Engineering Technology course is divided into three units spread over a total of three years as follows:

UNIT 1: Using Tools and Materials

This unit exposes the candidate to knowledge about common materials used in industry such as wood, metals, plastics and smart materials. After completing this unit, the candidate will be able to differentiate between materials and comprehend some of their properties. The candidate will also gain knowledge about the most common processes used to work and form such materials for the industrial market. Consequently, they will learn how to make use of a variety of hand and power tools to work the materials mentioned, whilst also becoming aware of ways in which tools could be maintained.

UNIT 2: Electronic Circuits Designs

This unit equips the candidate with a skill set of theoretical and practical knowledge relating to the domains of electrical and electronic circuits. Through the successful completion of this unit, the candidate will be able to read and interpret circuit diagrams while being aware of how different electrical and electronic components interact so that a circuit achieves a desired function. The candidate will also be in a position to assemble and test simple circuits on prototype boards such as a breadboard and a strip board, as well as manufacture a printed circuit board.

UNIT 3: Electro-mechanical systems

This unit equips the candidate with a skill set of theoretical and practical knowledge related to the domains of AC current, coils, and different mechanical systems. This basic knowledge is imperative in understanding the inner workings of different power tools. Candidates can then go into the use, maintenance and care of different power tools. Through this unit, learners will be able to read and interpret technical information to construct an electro-mechanical product using multiple power tools, safely and efficiently.

Programme Learning Outcomes

At the end of the programme, students can:

- Work safely in an engineering environment.
- Carry out basic risk assessments.
- Respond effectively to help persons when an incident occurs.
- Interpret different types of documentation.
- Use tools and machinery in the appropriate manner.
- Carry out simple tests on different materials.
- Manufacture a PCB.
- Construct an electro-mechanical project using tools and machinery.
- Conduct basic tests to identify faults.

Mr Jonathan Cauchi

Mr Albert Sciberras

ING Stephen Dalli

VET Engineering Technology Team

VET Hospitality

The aim of the vocational programme in Hospitality is to provide learners with the underpinning knowledge related to the hospitality industry. By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills under supervision.

Upon completing this programme, learners should be able to:

- Be familiar with the hospitality and tourism sector.
- Provide good customer care using effective communication.
- Be familiar with the basic principles of gastronomy.
- Prepare, cook and serve different dishes using various food commodities.
- Maintain personal hygiene and food safety with reference to legislation.
- Demonstrate ways of serving food and beverages to customers.
- Understand the role and function of the room divisions department.

What is included in the VET Hospitality course?

Unit 1- Hospitality and Tourism Industry

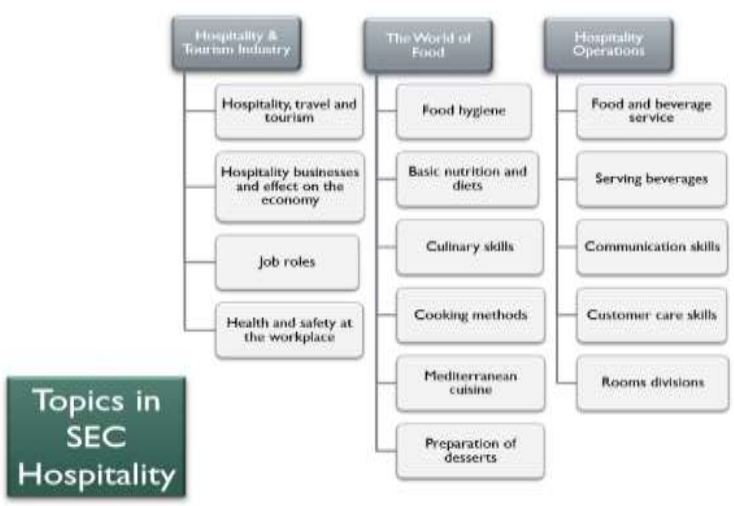
The aim of this unit is to help learners understand the hospitality and tourism industry as well as different types of behaviour and communication needed in this sector. Learners will explore different types of tourism and different purposes of travel. Moreover, students will understand principles of sustainable tourism, the importance of tourism to the Maltese economy and the dynamic nature of industries within the travel and tourism sector.

In combination with the other units, this will help learners to build an understanding of the job roles available in the hospitality sector and hence, help them choose their future career. Learners will have the opportunity to learn the importance of teamwork between staff in delivering a high level of customer care as well as become aware of self-presentation and body language. Learners will be provided with the opportunity to become familiar with the ways that different cultures communicate between each other and practice ways of business English communication in the industry.

Unit 2- The World of Food

In this unit, the learner will be introduced to the world of gastronomy. Gastronomy involves discovering, tasting, experiencing, researching, understanding and writing about food preparation and the sensory qualities of human nutrition as a whole. It also studies how nutrition interfaces with the broader culture. The learner will also be introduced to the basic principle of food hygiene and safety, as well as personal hygiene before and during food preparation and while storing food.

The learner will also be introduced to the world of cooking, covering basic preparation and cooking techniques that would be useful for further study. This section includes both theory and practical content to ensure that the learner understands the whole concept of food preparation.



Unit 3- Hospitality Operations

Exploring this unit will help students discover all service aspects of the hotel industry. Learners will understand the importance of personal presentation, first impressions and safety at work. Learners will develop an understanding of customer needs and expectations when dining in a restaurant, checking into a hotel and staying overnight.

Moreover, learners will gain an insight of the basic styles of service, the use and storage of different crockery and linen. They will have the opportunity to practice different table set-ups and napkin folding techniques. This unit will also give learners the opportunity to discover the presentation of non-alcoholic drinks.

Ms Rebecca Vella Cachia

VET Hospitality

VET Information Technology

What is included in the VET IT course?

The VET IT course is divided into three units spread over a total of three years as follows:

Unit 1: Computer Hardware Installation (Grade 9)

In this unit candidates will become aware of the risks involved when the necessary precautions are not taken in an IT environment. Hence, they will learn about the good practices that should be followed while replacing and/or installing and/or upgrading (RIU) internal hardware components. Candidates will also learn about the different types of computer systems, including input, output and secondary storage devices, and their use. Given that no computer system works without software, candidates will learn how to install an operating system.

Due to various reasons, by time computer systems need to be upgraded or maintained. Therefore, through this unit, candidates will be able to recognise when a computer system needs to be maintained, be able to identify the problem and determine what kind of maintenance is to be carried out to solve the problem. In this process they will acquire the necessary skills to be able to choose compatible components, perform an internal hardware component RIU and install and configure the necessary software.

Candidates will also learn about the importance of testing the computer system after RIU hardware components to ensure that it works and therefore verify that the RIU is successfully carried out. They will also become aware of component registration and be able to document an RIU.

Unit 2: Multimedia Systems and Basic Website Design (Grade 10)

This unit presents a general introduction to digital multimedia systems. It enables candidates to explore techniques associated with the development of an interactive multimedia product. Candidates will familiarise themselves with the different types of media and the hardware necessary to develop such media. Moreover, candidates will learn about multimedia systems, their roles, features and characteristics.

Through the unit, candidates acquire the necessary knowledge in relation to image, audio and video file formats and their characteristics allowing them to choose the most appropriate formats according to the given circumstances. In order to apply the knowledge obtained, candidates will learn how to use multimedia hardware components and multimedia application

software for media processing. Candidates will learn how to use software applications for editing images and creating animations. They will also be able to select and use video software tools and techniques to edit video sequences. This will allow candidates to use experimental and creative approaches while acquiring production skills. By combining text, images, animations, audio and videos, candidates will be able to develop a multimedia project using video editing software.

Candidates will also be able to design, create and modify simple static websites. This unit will enable candidates to achieve basic understanding of the principles of professional web design and development. Candidates will also learn about web design standards and why they are important.

Unit 3: Networking (Grade 11)

In this unit candidates will become acquainted with the basic terminology related to computer networks, including types of networks, topologies, hardware components and data transmission media. In addition, they will also learn how computer systems communicate together over a network. Along with this knowledge, candidates will also acquire the necessary skills to plan a network setup. They will also learn how to crimp an Ethernet cable and be able to setup a small-scale network.

The setting up of a network by itself does not allow sharing of resources and data. Hence, candidates will also learn about the different user accounts and file/folder sharing permissions that can be assigned to different users. A hands-on-approach in which candidates are required to share files/folders and devices among users will also be covered.

Different network security threats and ways to protect the network from such risks will also be tackled. Candidates will also learn how using third-party security suites, firewalls and router settings, the network can be protected from threats and unauthorised access.

It is suggested that students choosing this vocational subject have good reading and writing skills in English and are competent in ICT. Ideally, students can also make use of a computer or laptop at home in order to complete set tasks.

Where will it lead to?

The VET Course is a stepping stone for further studies in:

- Technical Course in Computer System and Network Design
- Web Design
- Video and Audio Editing
- Networking

Students wishing to follow a career in IT can continue their studies at MCAST, vaious sixth forms and other independent training schools.

Ms Sarah Farrugia
Mr Tancred Grech
VET IT Team

Websites for Further information:

• M.A.T.S.E.C. (for info about Secondary Education Certificate)	www.um.edu.mt/matsec
• G. F. Abela Junior College	www.jc.um.edu.mt
• Giovanni Curmi Higher Secondary	https://gchss.edu.mt
• Institute of Tourism Studies (I.T.S.)	www.its.edu.mt
• Malta College of Arts, Science & Technology (M.C.A.S.T.)	www.mcast.edu.mt
• University of Malta (U.O.M.)	www.um.edu.mt
• U.O.M. Special course requirements	https://www.um.edu.mt/services/health-wellness/sas/scr
• Faculty for Health Sciences	www.um.edu.mt/healthsciences