<table>
<thead>
<tr>
<th>General Information</th>
<th>Page No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>3</td>
</tr>
<tr>
<td>General Introduction</td>
<td>3</td>
</tr>
<tr>
<td>The CLC VCE and VCAL Course</td>
<td>3</td>
</tr>
<tr>
<td>What is VCAL?</td>
<td>3</td>
</tr>
<tr>
<td>VCE Pathways for Students</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Planning VCAL</td>
<td>4</td>
</tr>
<tr>
<td>How to select VCAL</td>
<td>4</td>
</tr>
<tr>
<td>Planning a Pathway</td>
<td>4</td>
</tr>
<tr>
<td>How to find out about Courses and Careers</td>
<td>4</td>
</tr>
<tr>
<td>Open Days</td>
<td>4</td>
</tr>
<tr>
<td>... specific units</td>
<td></td>
</tr>
<tr>
<td>... expectations of VCE, VET &amp; VCAL Units offered</td>
<td></td>
</tr>
<tr>
<td>... Careers and Tertiary Courses</td>
<td></td>
</tr>
<tr>
<td>General Advice</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Descriptions (cont)</th>
<th>Page No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science</td>
<td>24</td>
</tr>
<tr>
<td>Food Technology</td>
<td>25-26</td>
</tr>
<tr>
<td>Geography</td>
<td>27</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>28</td>
</tr>
<tr>
<td>History</td>
<td>29</td>
</tr>
<tr>
<td>Languages – German</td>
<td>33</td>
</tr>
<tr>
<td>Languages – Indonesian</td>
<td>31</td>
</tr>
<tr>
<td>Languages – Italian</td>
<td>32</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics Offerings</td>
<td>34</td>
</tr>
<tr>
<td>Maths – Foundation Mathematics</td>
<td>35</td>
</tr>
<tr>
<td>Maths – General Mathematics (Further)</td>
<td>35</td>
</tr>
<tr>
<td>Maths - Mathematical Methods (CAS)</td>
<td>36</td>
</tr>
<tr>
<td>Maths - General Mathematics (Specialist)</td>
<td>37</td>
</tr>
<tr>
<td>Media</td>
<td>38</td>
</tr>
<tr>
<td>Music – VCE/VET</td>
<td>39</td>
</tr>
<tr>
<td>Music Performance</td>
<td>40</td>
</tr>
<tr>
<td>Physical Education</td>
<td>41-42</td>
</tr>
<tr>
<td>Physics</td>
<td>43</td>
</tr>
<tr>
<td>Psychology</td>
<td>44-45</td>
</tr>
<tr>
<td>Religious Education Offerings</td>
<td>46</td>
</tr>
<tr>
<td>Religious Education</td>
<td>47</td>
</tr>
<tr>
<td>Religion &amp; Society</td>
<td>48</td>
</tr>
<tr>
<td>Texts &amp; Traditions</td>
<td>49</td>
</tr>
<tr>
<td>VCAL</td>
<td>50</td>
</tr>
<tr>
<td>VCAL (Literacy)</td>
<td>51-52</td>
</tr>
<tr>
<td>VCAL (Numeracy)</td>
<td>53</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>54-55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forms</th>
<th>Page No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Selection Form (Proforma) Year 11 – 2013</td>
<td>56</td>
</tr>
<tr>
<td>Subject Selection Form (Proforma) Year 12 – 2013</td>
<td>57</td>
</tr>
<tr>
<td>Application for Year 11 Student to Study</td>
<td>58</td>
</tr>
<tr>
<td>VCE Units 3/4 (Proforma)</td>
<td></td>
</tr>
<tr>
<td>Studies Undertaken Outside CLC (Proforma)</td>
<td>59</td>
</tr>
</tbody>
</table>
Mission Statement
Catholic Ladies’ College was founded by the Sisters of Charity in 1902 to educate, in partnership with parents, women of faith, integrity, individuality and compassion, confident of their own worth as women, and wholly involved in the transformation of society. This endeavour is possible only within a Christ-centred community.

Therefore, Catholic Ladies’ College strives to be:

A Learning Community
- where knowledge, ideas, imagination and creativity, and the pursuit of wisdom are valued
- where critical thinking and openness of mind are encouraged
- where students and teachers share in a continuing process of learning and growth
- where a desire for life-long learning is generated
- where different learning styles are understood and respected
- where individual success is encouraged, achievement affirmed, and excellence appreciated
- where students are empowered to live fulfilling and valuable lives, and to be leaders in a world of change

A Spiritual Community
- where personal witness to faith is given
- where the development of personal and communal spirituality is fostered through prayer, reflection and liturgy
- where gospel values are given primacy
- where the inner life of individuals is nourished
- where the evangelising mission of the church is continued

A Celebrating Community
- which values and confirms the uniqueness of the individual
- which rejoices in the gifts and talents of its members
- which treasures the gift of faith, the Catholic tradition, and our Sisters of Charity heritage
- which is blessed in its friendships and collegiality
- which holds in awe the uniqueness of our Australian environment and its indigenous culture
- which never ceases to wonder at the gift of life and creation

A Prophetic Community
- whose foundational values are Christ-centred
- where a critical awareness of social issues, and a concern for the underprivileged and the marginalised, are fostered
- where the belief that we are called to reveal God to the world and transform it
- where faith is that we are stewards of creation
- where faith embraces the future with courage, hope and joy

Abbreviations
- ATAR - Australian Tertiary Admission Rank
- GAT - General Achievement Test
- SAC - School Assessed Coursework
- SAT - School Assessed Task
- VCAA - Victorian Curriculum and Assessment Authority
- VCAL - Victorian Certificate of Applied Learning
- VCE - Victorian Certificate of Education
- VET - Vocational Education and Training
- VTAC - Victorian Tertiary Admissions Centre

General Introduction
Catholic Ladies’ College provides a diverse and stimulating curriculum. We aim to ensure that all students achieve success in their pathway to the future and in the development of the skills and attributes necessary for adult life. We want them to:

- Live a life of faith
- Become active citizens
- Become lifelong learners
- Participate in further education and training
- Obtain employment

Students are supported in their studies by a highly qualified, experienced and committed staff. Special programs operate to support each student as she moves through her final years of schooling. These include a comprehensive Careers Program, a series of challenging Religious Education Units, an affirming Pastoral Care Program and a range of Senior Leadership opportunities within the College Community.

In addition to VCE, we will continue to offer the Victorian Certificate of Applied Learning (VCAL). This Certificate is an alternative to the VCE Certificate and is designed to extend pathways for young people to:

- Work, Apprenticeships / Traineeships
- Further Education and Training

The CLC VCE and VCAL Course
In addition to VCAA requirements, all students must enrol in the College Religious Education Program. Students must abide by the Religious Education Policy for senior classes which is contained in this handbook.

What is VCAL?
The Victorian Certificate of Applied Learning is a ‘hands on’ option for Year 11 and Year 12 students and sits alongside VCE as a senior secondary option for Victorian students.

The VCAL’s flexibility enables students to undertake a study program that suits their interests and learning needs.

There are three levels of the VCAL - Foundation, Intermediate and Senior. CLC offers Intermediate level to Year 11 students and Senior level to Year 12. A student must satisfactorily complete ten accredited units in order to achieve the VCAL, which can be made up of a mixture of VCE, VET, and specific VCAL units.

VCAL may be undertaken in either Year 11 or Year 12, or both. The VCAL provides a program of studies in the following four compulsory strands:

- Literacy and Numeracy
- Work-related Skills
- Industry-specific Skills
- Personal Development Skills

VCAL Pathways for Students
- To further study at TAFE
- To employment
- To take up an apprenticeship or traineeship

Successful completion of the VCAL will provide young people with skills that are important for life, work and further study as well as a VCAL Certificate.
Assessment
Styles of assessment vary according to the units studied. Assessment in VCAL units is school-based; there are no exams.

VCAL is a useful alternative for students who are considering TAFE, doing an apprenticeship or getting a job after completing school. The VCAL aims to develop and extend pathways for young people from school.

Planning VCAL
A student's VCAL program will be individually tailored to her needs and interests. All VCAL students will study Religious Education. In addition to literacy and numeracy units, students will be assisted to build a program that includes: a VET course or school-based new apprenticeship in a vocational area of interest to them, work-related skills, personal development projects and VCE Units.

How to select VCAL?
Students may elect to enrol in VCAL during the subject selection process. It is also possible to move from VCE to VCAL, and vice versa, during the year (subject to VCAA dates). The required VET program may be one of the VCE VET courses listed in this Handbook or may be chosen from any available to secondary students at local TAFEs, eg Hairdressing, Childcare.

Completion of the VCE
1. Students must satisfactorily complete a total of at least 16 Units. Each Unit equals a Semester length study.
2. These Units must include:
   → Three Units of English (the three Units of English may be selected from English Literature Units 1-4 and English Units 1 – 4)
   → Three sequences of Units 3 & 4 studies other than English – this may include VET 3/4 sequences

Planning a Pathway
When selecting a VCE course particularly Units 1 and 2, it is fine to experiment a little and try different subjects. However, students need to be aware that certain subjects are linked. Before selecting a course, students need to check Tertiary prerequisites. What skills and knowledge do these courses expect students to be aware that certain subjects are linked. Before selecting a course, students need to check Tertiary prerequisites. What skills and knowledge do these courses expect students to have? Remember, choosing too wide a range of subjects means there are more likely to be timetable clashes.

It is important to look at the detail of individual University and TAFE courses. Consult the VTAC Guide (www.vtac.edu.au) and the VICTER 2015 which lists Tertiary prerequisites for the year in which students will enter University or TAFE. If you have any further questions, make an appointment with Ms Kilsby or Mrs Hendry.

How to find out about Courses and Careers
All students are invited to make appointments with the Careers Counsellors, Ms Kilsby and Mrs Hendry, to discuss Course and Career options and subject selection and to use the many Careers resources located in the Resource Centre:

- Job Guides - These annual reference books contain information on over 460 jobs
- www.jobguide.dest.gov.au
- www.myfuture.edu.au
- www.vtac.edu.au
- www.careernav.com.au
- University and TAFE websites
- Handouts on resume writing, job-seeking and interview skills
- University and TAFE websites and Course Guides which have information about courses
- VTAC Guides, TAFE directories and VICTER booklets which detail Tertiary Entrance Requirements

Open Days
Most Universities and TAFEs have an Open Day each year. This is a wonderful chance to visit the campus, inspect facilities, discuss course and career outcomes with lecturers, course selection officers, current students, graduates and others.

For more information about:
...Specific Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce/Humanities Units</td>
<td>Mr Damian Brasier</td>
</tr>
<tr>
<td>English Units</td>
<td>Dr Christine Crowle</td>
</tr>
<tr>
<td>History/Geography Units</td>
<td>Mr Damian Brasier</td>
</tr>
<tr>
<td>Language Units</td>
<td>Mrs Kristy Irwin</td>
</tr>
<tr>
<td>Mathematics Units</td>
<td>Mr Paul Kelly</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Mrs Natalie Alexander</td>
</tr>
<tr>
<td>Religious Education Units</td>
<td>Mr Patrick Platt</td>
</tr>
<tr>
<td>Science Units</td>
<td>Dr Dawn Duncan</td>
</tr>
<tr>
<td>Technology Units</td>
<td>Ms Josephine Loughman</td>
</tr>
<tr>
<td>The Arts Units (Visual &amp; Performing)</td>
<td>Mr Tony Chalhoub</td>
</tr>
<tr>
<td>VET</td>
<td>Ms Annette Kilsby</td>
</tr>
<tr>
<td>VCAL</td>
<td>Mrs Janet Deller</td>
</tr>
</tbody>
</table>

All study design booklets are in the Library or visit www.vcaa.vic.edu.au

...the expectations of VCE, VET and VCAL Units offered, etc

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Janet Deller</td>
<td>VCAL Team Leader</td>
</tr>
<tr>
<td>Ms Mary Farah</td>
<td>Deputy Principal Learning and Teaching</td>
</tr>
<tr>
<td>Ms Annette Kilsby</td>
<td>Careers and VET Coordinator</td>
</tr>
<tr>
<td>Mrs Christina Pascalis</td>
<td>Senior Years Leader</td>
</tr>
</tbody>
</table>

...Careers and Tertiary courses

- Ms Annette Kilsby and Mrs Lindsay Hendry
- The Job Guide
- VTAC Guides
- More information will be circulated as it becomes available

General Advice
Students are encouraged to speak to subject teachers for specific subject advice. All students will be interviewed before their final subject selection is submitted.
Catholic Ladies’ College VCE Units

To meet the graduation requirements of the VCE, a student must complete a total of no fewer than 16 Units. These **MUST** include:

- Three Units of the English (Units 1-4) or English Literature (Units 1-4)
- Three sequences of Units 3 & 4 studies other than English
- 10 credits needed for VCAL

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>KEY LEARNING AREA (KLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (1-4)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Applied Fashion – VCE/VET (1-4)</td>
<td>VET</td>
</tr>
<tr>
<td>Art (1-4)</td>
<td>The Arts</td>
</tr>
<tr>
<td>Australian and Global Politics (1 &amp; 2)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Biology (1-4)</td>
<td>Science</td>
</tr>
<tr>
<td>Business – VCE/VET (1-4)</td>
<td>VET</td>
</tr>
<tr>
<td>Business Management (1-4)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Chemistry (1-4)</td>
<td>English</td>
</tr>
<tr>
<td>English (1-4)</td>
<td>English</td>
</tr>
<tr>
<td>English - Literature (1-4)</td>
<td>English</td>
</tr>
<tr>
<td>Environmental Science (3 &amp; 4)</td>
<td>Science</td>
</tr>
<tr>
<td>Food Technology (1-4)</td>
<td>Technology</td>
</tr>
<tr>
<td>Geography ((1-4)</td>
<td>Humanities</td>
</tr>
<tr>
<td>German (1-4)</td>
<td>Languages</td>
</tr>
<tr>
<td>Health and Human Development (1-4)</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>History (1-4)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Indonesian (1-4)</td>
<td>Languages</td>
</tr>
<tr>
<td>Italian (1-4)</td>
<td>Languages</td>
</tr>
<tr>
<td>Legal Studies (1-4)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Mathematics - Foundation Mathematics (1 &amp; 2)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics - General Mathematics (Further) (1-4))</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics - Mathematical Methods (CAS) (1-4)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics – General Mathematics (Specialist) (1 &amp; 2)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics - Specialist Mathematics (3-4)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Media (1-4)</td>
<td>The Arts (Performing and Visual)</td>
</tr>
<tr>
<td>Music – VCE/VET</td>
<td>The Arts</td>
</tr>
<tr>
<td>Music Performance</td>
<td>The Arts</td>
</tr>
<tr>
<td>Physical Education (1-4)</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Physics (1-4)</td>
<td>Science</td>
</tr>
<tr>
<td>Psychology (1-4)</td>
<td>Science</td>
</tr>
<tr>
<td>Religion &amp; Society – Ethics (Unit 2)</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Religious Education – Yr 12 school based subjects</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Texts &amp; Traditions (1, 3 &amp; 4)</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Visual Communication Design (1-4)</td>
<td>The Arts</td>
</tr>
<tr>
<td>VCAL Literacy (Foundation/Intermediate/Senior Units 1 &amp; 2)</td>
<td>VCAL</td>
</tr>
<tr>
<td>VCAL Numeracy (Foundation/Intermediate/Senior)</td>
<td>VCAL</td>
</tr>
<tr>
<td>VCAL Personal Development Skills (Foundation/Intermediate/Senior Units 1 &amp; 2)</td>
<td>VCAL</td>
</tr>
<tr>
<td>VCAL Work Related Skills (Foundation/Intermediate/Senior Units 1 &amp; 2)</td>
<td>VCAL</td>
</tr>
</tbody>
</table>
Course Selection Procedure

Year 11
It is a College requirement that all Year 11 students undertake English Units 1/2 or English Literature Units 1/2 and five other Unit 1/2 studies. Students may apply to take one unit 3/4 sequence in place of one of the Unit 1/2 studies (see section "Students wishing to study a unit 3/4 sequence in Year 11").

Individual students who are unable to meet these requirements will need to provide medical and/or other evidence to support their case. An interview with the Deputy Principal Learning and Teaching and the student and her parents will be organised to discuss the situation.

Year 12
It is a College requirement that all Year 12 students undertake a full VCE program which usually consists of English Unit 3/4 (or Literature Units 3/4) and four other unit 3/4 sequences.

No student who undertakes a Unit 3/4 in Year 11 will be allowed to take a lighter load in Year 12 unless medical and/or other evidence is produced that demonstrates that the student will be otherwise unable to successfully complete the VCE.

Individual students who are unable to meet these requirements will need to provide medical and/or other evidence to support their case. An interview with the Deputy Principal Learning and Teaching, the student and her parents/guardians will be organised to discuss the situation.

Before making a final selection of subjects students should make sure that they satisfy the requirements of Tertiary or post secondary study outside school. Students are advised that in some subject areas the expectations of students are necessarily high, however, students are advised that in some subject areas the expectations of the course and the skills required for necessary completion mean that it would be very difficult to take them up at unit 3/4 level. See specific subject pages for details.

Students entering Years 11 and 12 in 2013 – Subject Selection Process

Thursday, 19 July 2012
→ Year 11 & 12 Handbook distributed to all students
→ Publication of timeline
→ Year Level Assembly - Currajeen

Monday, 30 July 2012
→ VCE Subject Expo 1

Tuesday, 31 July 2012
→ VCE Subject Expo 2
→ VCE/VCAL Information Evening for parents and students. VCE teachers available in the College Hall from 6:30 pm – 8:30 pm

Agenda
- 6:30 pm - 8:30 pm  VCE/VCAL teachers available
- 7:00 pm  VCE/VCAL Session
- 7:45 pm  VCE/VCAL Session (repeated)

Wednesday, 8 August 2012
Individual Year 10 student interviews with KLA Team Leader / Careers Adviser / Deputy Principals / Senior Years Coordinator

Tuesday, 14 August 2012
→ Subject selection forms due
→ Applications to study a Unit 3/4 subject close
→ Applications must be submitted to Ms Pascalis, Senior Years Leader, with a copy of the Semester One 2012 Report attached

Friday, 17 August - Monday, 20 August 2012
→ Interviews for Unit 3/4 subjects
→ Students studying VET subjects 2013 – Meeting for approval to study outside school

Week beginning 27 August 2012
→ Letter of recommendation

November 2012
→ Correspondence sent to student who may wish to review their subject selections based on their final exam results

Subject prerequisites for Units 1 & 2
There are no prerequisites for entry into Units 1 & 2.

Subject prerequisites for Units 3 & 4
There are no prerequisites for entry into Units 3 & 4. However, students are advised that in some subject areas the expectations of the course and the skills required for necessary completion mean that it would be very difficult to take them up at unit 3/4 level. See specific subject pages for details.
Students undertaking Units outside CLC
For various reasons, students may wish to undertake one or more VCE Units at another provider (e.g. Night school, Dance school, Language school, TAFE, Private music etc). Catholic Ladies' College however will still be regarded as the HOME SCHOOL and WE must therefore enrol the student.

As such, we must be notified regarding the undertaking of these studies by:
1. Obtaining a separate form from the Deputy Principal Learning and Teaching.
2. Enrol in units outside CLC and pay your fees (if applicable).
3. Return the form to the Deputy Principal Learning and Teaching.

How your VCE work will be assessed

1. Satisfactory Completion of a Unit
   You will receive "S" (for "Satisfactorily completed") or "N" (for "Not Satisfactorily completed") for each Unit depending on whether or not you have satisfactorily completed the Outcomes.

2. Level of Performance
   In Units 1 and 2 there will be graded assessment tasks and grades for these tasks will be included on your reports. However, they will not be included in your official statement of results from VCAA. You will receive an S or N.

3. Assessment for Unit 3/4 Studies
   Each subject will have a number of assessment components. These will consist of School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) and an end of year examination. All School assessments will be based on specific outcomes.

4. General Achievement Test (GAT)
   All students doing any VCE Units 3 and 4 will undertake the GAT. The GAT is a three hour test, measuring levels of general achievement across three broad areas:
   - Written communication
   - Mathematics, Science, Technology
   - Humanities, Arts, Social Sciences
   GAT results are used to monitor school assessment.

5. The ATAR (Australian Tertiary Admissions Rank)
   The Victorian Tertiary Admissions Centre (VTAC) runs the application and offer process for approximately 2000 Tertiary courses by providing information concerning VCE applicants to selection officers at each institution. How the information is used varies from course to course, but nearly all courses make some use of the ATAR (Australian Tertiary Admission Rank) which is an overall measure of how a student has performed in his or her studies. It is expressed as a rank and is an estimate of where the student came in the relevant age group. The overall rating is on a scale of 0 – 99.95.
   VTAC uses the study scores awarded by the Victorian Curriculum and Assessment Authority (VCAA) to calculate the ATAR. VTAC scales the study scores to allow for any variation in the strength of competition between the cohorts of students taking the various studies that year. The ATAR is calculated by adding the scaled score for English 3/4 or English Literature 3/4 or English Language 3/4, the next best three scaled scores and 10% of any fifth and sixth scaled score. The increment for a sixth study may be replaced with an increment for satisfactorily completing an approved University study as part of the VCE extension study program.
Course Descriptions
# Course Descriptions

## Accounting

**KLA Team Leader:** Mr Damian Brasier

**Career Paths / Future Directions:**
Accountancy, Banking, Business, Finance, Insurance, Law, Marketing, Merchant Banking, Owning or managing a trading or service business, Record keeping for business.

### Unit 1 - Accounting (Code: ACE)

**Description**
This unit focuses on accounting and financial management of a small business. Use of information and communication technologies will be used to compile reports for the small business owner.

**Outcomes**
- Describe the resources required and explain and discuss the knowledge and skills necessary to set up a small business.
- Identify and record the financial data and report and explain accounting information for a sole proprietor of a service business.

**Assessment**
- Exercises
- Case studies
- Tests
- Assignments

### Unit 2 - Accounting (Code: ACE)

**Description**
This unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will learn to account for credit transactions using the accrual approach.

**Outcomes cont**
- Record and report financial data and information for a sole trader.
- Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package and discuss the use of ICT in the accounting process.

**Assessment**
- Exercises
- Case studies
- Tests
- Assignments

### Unit 3 - Accounting (Code: ACT)

**Description**
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting.

**Outcomes**
- Identifying and recording financial data and discussing the function of various aspects of this accounting system for a single activity sole trader using a double entry system.
- Recording balance day adjustments and preparing and interpreting accounting reports.

### Unit 4 - Accounting (Code: ACT)

**Description**
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret and analyse accounting reports and graphical data to suggest strategies to the owner on how to improve the performance of the business.

**Outcomes**
- Recording financial data using double entry accounting and reporting accounting information using an accrual-based system for a single activity sole trader and discussing the function of various aspects of this accounting system.
- Prepare budgets and variance reports, evaluating the performance of a business using financial and non-financial information and discussing strategies to improve the profitability and liquidity of the business.

### Units 3 and 4 Assessment

**Coursework includes:**
- Tests (manual and/or ICT)
- Structured questions
  (At least 30 marks in each Unit must be allocated to ICT-based assessment)

**Unit 3 Coursework** = 25%
**Unit 4 Coursework** = 25%
**End of year Examination** = 50%
# Applied Fashion – VCE / VET

**KLA Team Leader:** Ms Annett Kilsby  
**Career Paths / Future Directions**  
Fashion, Design, Technology

## Units 1 & 2 – Applied Fashion  
(Code: AFE)

### Description
The Certificate II in Applied Fashion has been designed to give students entry level training in the area of clothing design and manufacture as part of their VCE studies.

The course aims to:
- Provide students with basic design and development skills and knowledge
- Provide the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches
- Develop an understanding of the design and clothing industry
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path

### Outcomes
Completion of 10 Units of Competence:
- Participate in OHS processes
- Apply quality standards
- Use a sewing machine
- Design and produce a simple garment
- Identify design process for fashion designs
- Sew components
- Modify patterns
- Draw and interpret a basic sketch
- Work in the Textiles, Clothing and Footwear Industry
- Identify fibres and fabric

### Assessment
In Units 1 and 2 the course is focused on the achievement of competencies. Students will be given work related projects to provide them with the opportunity to apply and refine skills and knowledge acquired during the structured training.

## Unit 3 & 4 – Applied Fashion  
(Code: AFE)

### Prerequisite to study Units 3 & 4 is completion of Units 1 & 2

### Description
The Certificate II in Applied Fashion with selected units of competence from Certificate III has been designed to give students entry level training in the area of clothing design and manufacture as part of their VCE studies.

The course aims to:
- Provide students with basic design and development skills and knowledge
- Provide the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches
- Develop an understanding of the design and clothing industry
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path

### Outcomes
Completion of 7 Units of Competence:
- Participate in environmentally sustainable work practices
- A further six units to be selected from producing sewn garment, performing alterations and repairs, developing patterns, marketing design products, prepare design concept, organise and plan own work, identify fabric performance and handling requirements.

### Assessment
In Units 3 and 4 the course continues to be competency based and is assessed accordingly. Students are eligible for an increment towards their ATAR score ie 10% of the average of the student’s four best study scores.
# Art

**KLA Team Leader:** Mr Tony Chalhoub

**Career Paths / Future Directions:**
Advertising, Architecture, Designing, Fashion, Media, Photography, Private Practice, Teaching

## Unit 1 - Art

### Description
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies, cultures, and historical periods, to develop their own points of view about the meanings and messages of artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. Students learn the Formal Framework and the Personal Framework to interpret the meanings of and messages contained in artworks and to document the reflection of their own ideas and art making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

### Outcomes
- Students should be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
- Students should be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

### Assessment
- Self Portraiture, Folio and Completed Artwork
- Compare and Contrast Essay
- Exam
- Self Reference Folio and Completed Artwork

## Unit 2 - Art

### Description
In this unit students learn that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues. Students identify ways in which art expresses and reflects culture. They explore how Art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. They use the Formal Framework and the Cultural Framework to examine the meanings and messages of selected artworks. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making.

### Outcomes
- Students should be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
- Students should be able to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

### Assessment
- Refinement process and completed Artwork Folio
- Essay
- Exam

## Unit 3 - Art

### Description
In this unit, students study artists who have produced works before 1970 and artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. These Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and diverse interpretations. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through a visual language.

Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

### Outcomes
- Students should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
- Students should be able to explore personal ideas and concepts through a folio of work.
- Conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

### Assessment
- Art analysis report; comparing artists pre and post 1970 10%
- Developmental Art Making Folio S/N

## Unit 4 – Art

### Description
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning around the discussion and debate of broad themes or issues. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries. From this research students choose an art issue to explore.

In Art Production students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work accompanied by documentation of thinking and working practices.

### Outcomes
- Students should be able to discuss and debate an Art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
- Students should have progressively communicated ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

### Assessment
- Unit 3 Coursework 10%
- Unit 4 Coursework 10%
- Art making folio of resolved work 50%
- Examination 30%
Australian and Global Politics

KLA Team Leader: Mr Damian Brasier

Career Paths / Future Directions:

Unit 1 – The National Citizen  (Code: GPE)

Area of Study 1: Power, Politics and Democracy
Area of Study 2: Exercising and Challenging Power

Description
In this unit students are introduced to the study of politics. The concepts of democracy, political ideology and values, active citizenship and political power are investigated. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways that political power is exercised and the role and influence of social and political movements are examined.

Outcomes
On completion of the unit students should be able to:
- Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.
- Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

Assessment
A selection from:
- Oral presentation
- Research report
- Case study
- Debate
- Essay
- Test
- Role plays
- Interactive presentation
- Web-based presentation
- Analysis of visual materials

Unit 2 – The Global Citizen  (Code: GPT)

Area of Study 1: Global Threads
Area of Study 2: Global Cooperation and Conflict

Description
This unit focuses on the contemporary international community. Students explore how people are connected through the process of globalisation. They consider how the international community cooperate globally and respond to issues of global conflict and instability. This study is concerned with contemporary issues, so case studies will focus on movements, disputes, events, crises that are occurring in the 21st century as a basis for the study of international responses.

Outcomes
On completion of this unit students should be able to:
- Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
- Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment
A selection from:
- Oral presentation
- Research report
- Case study
- Debate
- Essay
- Test
- Role plays
- Interactive presentation
- Web-based presentation
- Analysis of visual materials
Biology

KLA Team Leader: Dr Dawn Duncan

Career Paths / Future Directions:
Agriculture, Biology, Education, Environment Management, Food Science, Forestry, Genetic Counselling, Health Sciences, Horticulture, Natural Resource, Management, Nursing, Pharmaceutical, Science, Teaching

Unit 1 – Unity and Diversity (Code: BIE)

Description
This unit examines the cell as the basic unit of all living things and investigates how cells work, how cells are structured and how they maintain a balance between their internal and external environments. It also explores the structures, systems and processes in living things that enable them to meet their requirements for life with an emphasis on practical investigations. Mechanisms and systems of reproduction are also considered.

Outcomes
- Design, conduct and report on a practical investigation related to cells.
- Describe the relationship between the features and needs of living things and classification systems.

Assessment
- Practical activities
- Presentations including multimedia
- Data analysis
- Tests

Unit 2 – Organisms and their Environment (Code: BIE)

Description
This unit examines the relationships between living things and their environments. It investigates how the physical and biological features of an area influence the types of organisms that are found there; and considers the role of living things in the cycling of matter and energy flow within an ecosystem. The relationship between habitat and the reproductive strategies of living things is explored, as is the impact of environmental change on organisms. Conservation, restoration and the use of technology in the management of ecosystems are examined.

Outcomes
- Explain and analyse the relationship between living things and their environment.
- Design, conduct and report on a field investigation examining the relationship between living things and their environments; and explain how ecosystems change over time.

Assessment
- Field work
- Practical activities and/or data analysis
- Presentations and posters
- Data analysis
- Tests

Unit 3 – Signatures of Life (Code: BIT)

Description
What is a cell made of and what goes on inside it that makes it distinctly living? The unit addresses this question by investigating biochemical processes occurring in cells, including how different cells obtain their food and use it as their energy source. Requirements for photosynthesis are also addressed. The key molecules of life, DNA and protein, are studied in detail. Students learn how organisms coordinate and regulate their responses to changes in their internal environment. How organisms respond to invasion and infection by pathogenic organisms is also studied.

Outcomes
Students should be able to:
- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain coordination and regulation in an organism and how an organism’s immune system responds to antigens at the molecular level.

Unit 4 – Continuity and Change (Code: BIT)

Description
How and why have the variety and number of species changed from the beginning of the Earth to the present day? How do organisms pass on their characteristics to their offspring? What technologies do we have for intervening in this process? This unit looks at the evidence that supports the Theory of Evolution and the process of natural selection as a way of explaining evolution. It also focuses on molecular genetics and the modes and patterns of inheritance that are evident in passing on heritable traits. Biotechnology and DNA profiling and their related applications such as genetic screening, stem cell research and cloning are also studied.

Outcomes
Students should be able to:
- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Units 3 and 4 Assessment
Unit 3 Coursework = 20%
Unit 4 Coursework = 20%
Unit 4 Examination (end of year) = 60%
Business – VCE / VET

KLA Team Leader: Ms Annette Kilsby

Career Paths / Future Directions:
Administration, Business, General Reception, Human Resources, Legal Secretary, Marketing, Medical Reception, Office Administration

<table>
<thead>
<tr>
<th>Units 1 and 2 – Business</th>
<th>Certificate II</th>
<th>(Code: BAE)</th>
</tr>
</thead>
</table>

**Description**
The Certificate II in Business has been designed to give students entry level training in the areas of office administration as part of their VCE studies.
The course aims to:
- Provide training and skill development in the areas of information technology, office and financial procedures.
- Provide a general overview of the business area and the potential career paths within it.
- Provide some basic skills and knowledge for entry to the office administration field.
- Develop interpersonal skills essential for a successful career in the business world.

**Outcomes**
Completion of 10 Units of Competence;
- Participate in OHS processes
- Communicate in the workplace
- Work effectively with others
- Produce simple work processed documents
- Organise and complete daily work activities
- Work effectively in a business environment
- Process and maintain workplace information
- Create and use spreadsheets
- Use business technology
- Participate in environmentally sustainable work practices

**Assessment**
In Units 1 and 2 the course is focused on the achievement of competencies which will be assessed by a variety of the following methods:
- Practical application and demonstration of skills
- Practical Exercises
- Verbal and Written Reports
- Group activities
- Discussion and role-play
- Tests

---

<table>
<thead>
<tr>
<th>Unit 3 and 4 – Business</th>
<th>Certificate II</th>
<th>(Code: BAT)</th>
</tr>
</thead>
</table>

**Pre-requisite to study Units 3 & 4 is completion of Units 1 & 2**

**Description**
The Certificate II in Business with selected units of competence from Certificate III has been designed to give students entry level training in the area of office administration as part of their VCE studies.
The course aims to:
- Provide training and skill development in the areas of information technology, office and financial procedures.
- Provide a general overview of the business area and the potential career paths within it.
- Provide some skills and knowledge for entry to the office administration field.
- Develop interpersonal skills essential for a successful career in the business world.

**Outcomes**
Completion of;
- Organise personal work priorities and development
- Organise workplace information
- Design and produce business documents
- Promote innovation in a team environment
- (An additional Unit to be confirmed)

**Assessment**
In Units 3 and 4 the course continues to be competency based and is assessed according to VCAA requirements.

**Units 3 and 4 Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>66%</td>
</tr>
<tr>
<td>Examination</td>
<td>34%</td>
</tr>
</tbody>
</table>
## Unit 1 - Business Management

### Description
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

### Outcomes
- To explain and apply a set of generic business concepts to a range of business.
- To apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
- To discuss one or more of the day to day operations associated with an ethical and socially responsible small business and apply the operations to a business situation.

### Assessment
A range of tasks from the following:
- Case study analysis
- Business research (print and online)
- Development of a business plan
- Interview and report of contact with business
- Business simulation
- School-based short-term business activity
- Computer modelling
- Business survey and analysis
- Analytical exercises
- Test
- Media analysis
- Report (written, visual, oral)

## Unit 2 - Business Management

### Description
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

### Outcomes
- To explain, apply and justify a range of effective communication methods in business-related situations.
- To apply and analyse effective marketing strategies and processes.
- To apply and analyse effective public relations strategies and tactics.

### Assessment
A selection from the following range of assessment tasks:
- Case study analysis
- Business research (print and online)
- Development of a marketing plan
- Interview and report of a contact with business
- Business simulation exercise
- Essay
- Test
- Analytical exercises
- Marketing analysis

## Unit 3 - Business Management

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

### Outcomes
- Discuss and analyse the context in which large-scale organizations operate.
- Discuss and analyse major aspects of the internal environment of large-scale organizations.
- Discuss and analyse strategies related to operations management.

### Assessment
A range of tasks selected from the following:
- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format

## Unit 4 - Business Management

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

### Outcomes
- Analyse and evaluate practices and processes related to human resource management.
- Analyse and evaluate the management of change in large-scale organisations and evaluate the impact of change to the internal environment of large-scale organisations.

### Assessment
A range of tasks selected from the following:
- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Written Examination (November)</td>
<td>50%</td>
</tr>
</tbody>
</table>
Chemistry

KLA Team Leader:  Dr Dawn Duncan

Career Paths / Future Directions:
Analytical Chemist, Education, Engineering, Food Science, Forensic Science, Health Sciences, Industrial Chemist, Medical Sciences, Medicine

Unit 1 - The big ideas of Chemistry  (Code: CHE)

Description
The focus of Unit 1 is on the study of the Periodic Table and the properties of materials. The application of surface chemistry in nanotechnology is also studied. There is an increased emphasis on how evidence is used to develop or refine chemical ideas, knowledge and models.

Area of Study 1
This area focuses on the historical development of, and the relationship between the Periodic Table and atomic theory. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry, including empirical formulas and the mole concept.

Outcome 1
- Explain how evidence is used to develop or refine chemical ideas and knowledge.

Unit 2 - Environmental Chemistry  (Code: CHE)

Description
Unit 2 continues to focus on environmental chemistry but new material related to green chemistry, desalination processes and protocols relevant to green house gases has been included. There is an increased emphasis on chemical reactions and processes that help to sustain life.

Area of Study 1
The focus is on water and the special properties (chemical and physical) of water which make it so important to living things. Students relate these properties to chemical bonding characteristics. The application of the principles of green chemistry has been included.

Outcome 2
- Use models of structure and bonding to explain the properties and applications of materials.

Assessment – Units 1 and 2
- Extended Experimental Investigation
- Summary Report
- Practical Work
- Response to stimulus material
- Analysis of information
- Presentations
- Tests
- Examinations
Chemistry  (cont)

KLA Team Leader:  Dr Dawn Duncan

Career Paths / Future Directions:
Analytical Chemist, Education, Engineering, Food Science, Forensic Science, Health Sciences, Industrial Chemist, Medical Sciences, Medicine

Unit 3 – Chemical Pathways (Code: CHT)

**Description**
Unit 3 focuses on techniques of analysis with an emphasis on how properties (structure and bonding) influence choice of analyses. There is an increased emphasis on the role of functional groups in organic reactions and the design of reaction pathways using organic molecules. This unit contains new material including IR and NMR techniques of analysis, forensic analysis and the design of new medicines.

**Area of Study 1**
Chemical analysis focuses on a variety of analytical techniques to analyse products in the laboratory. Students are introduced to instrumental analytical techniques of spectroscopy and chromatography and relate the operation of these analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

**Area of Study 2**
Organic chemical pathways focuses on systematic organic chemistry including production of starting materials for particular reaction pathways. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

**Outcome 1**
- On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analysis.

**Outcome 2**
- On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

**Assessment**
- School Assessed Coursework
  - Extended Experimental Investigation
  - Written Report of a practical activity
  - Response to stimulus material
  - Analysis of Data
  - Report in written, oral, multimedia or visual format related to chemical pathways

Unit 4 - Chemistry at Work (Code: CHT)

**Description**
Unit 4 now includes a choice of chemicals selected from a prescribed list to illustrate the factors that affect production. Waste management, health and safety and sustainability of energy sources (fuels) generally in Victoria are also explored. Emphasis on energy transformations is maintained with a focus on the principles of redox and electrolysis in predicting reactions and products and future developments in fuels, cells and batteries.

**Area of Study 1**
Industrial chemistry focuses on the factors that affect the rate and extent of a chemical reaction. Students explore the production and uses of a chemical (selected from a list supplied) and explore how knowledge of the factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions and yield in the industrial production of chemicals.

**Area of Study 2**
Supplying and using energy focuses on our use of different energy resources and students evaluate the extent of the reserves of some of these resources. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results.

**Outcome 1**
- On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

**Outcome 2**
- On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

**Assessment**
- School Assessed Coursework
  - Summary Report
  - Written Report of a practical activity
  - Response to stimulus material
  - Analysis of Data
  - Report in written, oral, multimedia or visual format related to Chemistry at Work

**Units 3 and 4 Assessment**
- Unit 3 School Assessed Coursework = 20%
- Unit 4 Coursework = 20%
- End of year Examination = 60%
Drama

KLA Team Leader:  Mr Tony Chalhoub

Career Paths / Future Directions
Acting, Communication, Arts Administrator, Drama Teacher, Drama Therapist, Television/Film Production, Radio, Youth & Community Worker, Personnel Manager, Journalist, Marketing Manager, Public Administration.

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and role and expressive skills to create, embody and present dramatic works. The study provides students with opportunities to explore the ways in which Drama represents social, political and historical contexts, narratives and stories. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

Unit 1 – Dramatic Storytelling (Code: DRE)

Description
This unit focuses on creating, presenting and analysing a devised performance. Students develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

Outcomes
1. Use play-making techniques to devise solo and/or ensemble drama work/s based on experiences or stories. Describe the processes used to develop this work.
2. Present devised performance based on a range of stimulus material relevant to the student’s personal cultural or community experiences and stories to a live audience.
4. Identify and evaluate use of dramatic elements and portrayal of stories and characters in a drama performance presented by other practitioners.

Assessment
- Demonstrate use of play-making techniques and document use of processes to create and develop stories and characters in Drama.
- A performance of a solo and/or ensemble devised Drama work.
- Analysis of the work presented as a written report, essay, oral presentation, multimedia presentation or structured questions.
- A written analysis of a professional performance.

Unit 2 – Creating Australian Drama (Code: DRE)

Description
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Outcomes
1. Using Australia as inspiration students create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.
2. Presenting a devised performance to a live audience in a space appropriate to the theme.
3. Observation of and analysis of a student’s own performance work, reflection on, and articulation of, work processes and the work demonstrating continuing development of drama terminology.
4. Analysing Australian drama performance by professional or other drama practitioners.

Assessment
- Demonstrate use of play-making techniques and document use of processes to create and develop stories and characters in Drama.
- A performance of a devised Drama work.
- A written report, essay, oral presentation, multimedia presentation or structured questions including documentation relating to the creative and rehearsal processes and performance of the work.
- A written analysis of an Australian performance.
Drama (cont)

KLA Team Leader: Mr Tony Chalhoub

Career Paths / Future Directions
Acting, Communication, Arts Administrator, Drama Teacher, Drama Therapist, Television/Film Production, Radio, Youth & Community Worker, Personnel Manager, Social Worker, Journalist, Marketing Manager, Public Administration.

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. The study provides students with opportunities to explore the ways in which Drama represents social, political and historical contexts, narratives and stories. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

Unit 3 – Ensemble Performance (Code: DRT)

Description
This unit focuses on non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are developed and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Outcomes
1. Develop and present character(s) within a non-naturalistic ensemble performance.
2. Analyse and evaluate the development and realisation of the ensemble performance and its character/s from Outcome 1.
3. Analyse a non-naturalistic professional performance selected from the prescribed play list.

Assessment
• Non naturalistic ensemble performance
• Analysis of performance in ensemble
• Analysis and evaluation Professional Performance

Unit 4 – Solo Performance (Code: DRT)

Description
In this unit students develop two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure (VCAA). The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Outcomes
1. Create, present and evaluate a short solo performance based on stimulus material.
2. Create, develop and perform characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

Assessment
• (Mini) Solo performance and evaluation of performance processes of performance
• Solo Performance (external assessment)
• Analysis of processes of the creation and presentation of Solo performance

Units 3 and 4 Assessment
Unit 3 & 4 Coursework = 40%
Performance Examination = 35%
Written Examination = 25%
### English Offering

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Units</strong></td>
<td><strong>AND/OR</strong></td>
</tr>
<tr>
<td>VCE English Unit 1</td>
<td>VCE English Unit 2</td>
</tr>
<tr>
<td>AND / OR</td>
<td>VCE English Units 3/4</td>
</tr>
<tr>
<td>VCE Literature Unit 1</td>
<td>+</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
</tr>
<tr>
<td>Intermediate VCAL Literacy Unit 1</td>
<td>+</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Foundation VCAL Literacy Unit 1</td>
<td>+</td>
</tr>
</tbody>
</table>
English

KLA Team Leader: Dr Christine Crowle

Career Paths / Future Directions:
Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

Unit 1 - English (Code: ENE)

Description
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Areas of study
This course is divided into three areas of study:
• Reading and responding
• Creating and presenting
• Using language to persuade

Outcomes
There are three key outcomes for Unit 1, which correspond to the areas of study:
• Responding to a set text in oral and/or written form.
• Creating and presenting texts taking into account audience, purpose and a given Context.
• Identifying and discussing, in either written or oral form, how language can be used to persuade readers and/or viewers.

Assessment
• Reading and responding to texts
• Creating and Presenting writing/multimodal folio
• Analysis of the use of language to persuade
• Oral presentations
• Examination

Unit 2 - English (Code: ENE)

Description
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted. Students will also develop their confidence and competence in creating written, oral or multimodal texts.

Areas of study
The course is divided into three areas of study:
• Reading and responding
• Creating and presenting
• Using language to persuade

Outcomes
There are three key outcomes for Unit 2, which correspond to the areas of study:
• Discussing, verbally or in written form, how texts convey ways of thinking about characters, ideas and themes.
• Creating and presenting texts taking into account audience, purpose and the given context.
• Identifying and discussing, in either written or oral form, how language can be used to persuade readers and/or viewers, and presenting a reasoned point of view.

Assessment
• Reading and responding to texts
• Creating and Presenting: Writing/multimodal folio on a given context
• Analysis of the use of language to persuade
• Oral presentations
• Examination
KLA Team Leader: Dr Christine Crowle

Career Paths / Future Directions:
Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

Unit 3 - English (Code: ENT)

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

**Areas of study**
The course is divided into three areas of study:
- Reading and responding
- Creating and presenting: the connections between reading and writing
- Using language to persuade

**Outcomes**
There are three key outcomes for Unit 3, which correspond to the areas of study:
- Analysing, verbally and/or in written form, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretation.
- Drawing on ideas and/or arguments suggested by a chosen context to create written texts for a specific audience and purpose; and to discuss and analyse in writing their decisions about form, language, audience and context.
- Analysing the use of language in texts that present a point of view currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

**Assessment**
- Analytical text responses
- Production of written text or texts on a given context together with written explanation(s) of authorial decisions
- Analysis of the persuasive use of language and a point of view
- Oral presentations

Unit 4 - English (Code: ENT)

**Description**
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices that they have made as authors in relation to form, purpose, language, audience and context.

**Areas of Study**
The course is divided into two areas of study:
- Reading and responding
- Creating and presenting: the connections between reading and writing within a given context

**Outcomes**
There are three key outcomes for Unit 4, which correspond to the areas of study:
- A developed and justified written interpretation of a selected text.
- Drawing on ideas and/or arguments suggested by a chosen context to create written texts for a specific audience and purpose; and to discuss and analyse in writing their decisions about form, language, audience and context.

**Assessment**
- Analytical text responses
- Creative, analytical and/or personal responses to a given context together with written explanation of authorial decisions
- Three hour Examination

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination = 50%
Outcomes

The course is divided into two areas of study:
- Close analysis
- Creative responses to texts
- Comparative analysis
- Discussion Forums
- Film study
- Examination

Unit 2 - Literature

Description

Students deepen their understanding of texts and their construction (such as narrative style, characters, language and structure). They understand the ways in which their own culture and the cultures represented in the text can influence their interpretation and shape different meanings.

Areas of study

The course is divided into two areas of study:
- The text, the reader and their contexts
- Comparing texts

Outcomes

There are two outcomes for Unit 2, which correspond to the areas of study:

Outcomes (cont)

- An analysis both critical and creative of the ways in which a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
- A comparative piece of interpretative writing.

Assessment

- Discussion Forums
- Reading journal
- Views and values essay/creative presentation
- Comparative analysis
- Close analysis
- Examination

Unit 3 – Literature in the Making

Description

This unit focuses on the ways in which writers construct their work and how meaning is created for and by the reader. Students consider how the form of a work affects the meaning and generates different expectations in readers or viewers. Students also consider the ways texts represent views and values, comment on human experience, and the social, historical and cultural contexts of literary works.

Areas of Study

The course is divided into three areas of study:
- Adaptations and transformations
- Views, values and contexts
- Considering alternative viewpoints

Outcomes

There are three outcomes for Unit 3, which correspond to the areas of study:

Outcomes (cont)

- An analysis of how meaning changes when the form of a text changes.
- An analysis, interpretation and evaluation of the views and values of a text.
- An analysis of different views of a text and a comparison with their own interpretation.

Assessment

- Discussion Forums
- Reflections/Evaluations
- Views and values essay
- Comparative analysis
- Close analysis
- Examination

Unit 4 – Views, Values and Contexts in Texts

Description

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

Areas of study

The course is divided into two areas of study:
- Creative responses to texts
- Close analysis

Outcomes

- There are two outcomes for Unit 4, which correspond to the areas of study
- An imaginative response to a text and a commentary on the connections between the text and their response.
- Close analysis.

Assessment

- Discussion Forums
- Creative response
- Close analysis
- Discussion papers

Examination

At the end of the year there is a two hour examination. Two pieces of close analysis are required.

Units 3 and 4 Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
Environmental Science

KLA Team Leader: Dr Dawn Duncan

Career Paths / Future Directions:
Biology, Environmental Management, Teaching, Resource Management, Education, Forestry

Unit 3 – Ecological Issues: energy and biodiversity (Code: ESE)

Description
This unit focuses on two major ecological issues, which provide both present and future challenges. Students examine the concepts associated with energy and its use by humans and explore the idea of energy efficiency. The relationship between energy use and the enhanced greenhouse effect is explored. Biodiversity and its role in sustaining ecological diversity and the survival of populations are studied. Issues threatening biodiversity are examined, as are the scientific principles applied to the management of biodiversity. The process of explaining how scientific data is applied to the assessment of environmental risks in ensuring biodiversity is also covered.

Assessment
School Assessed Coursework (SAC):
- Written report of a practical activity
- Report in annotated poster format
- Oral report on an endangered animal
- Written response to set questions

Unit 4 – Ecological Sustainability (Code: EST)

Description
This unit focuses on the concept of pollution, in particular focusing on the source of and effects of pollution on the health of humans and the environment. The significance of technology, government initiatives, communities and individuals in redressing the impact of pollutants is addressed. The characteristics of one particular pollutant is explored. The application of Environmental Science to ecologically sustainable development and environmental management is also studied.

Assessment
School Assessed Coursework (SAC):
- Written report of fieldwork or practical activity
- Evaluation of management strategies
- Written response to set questions
- Test

Units 3 & 4 Assessment
Unit 3 School Assessed Coursework = 25%
Unit 4 School Assessed Coursework = 25%
End of Year Examination = 50%
### Food Technology

**KLA Team Leader:** Ms Josephine Loughman

**Career Paths / Future Directions:** Catering, Chef, Cookery Demonstrator, Dietician, Food Stylist, Food Technologist, Food Technology, Teacher, Food Writer, Home Economist, Hotel Management

<table>
<thead>
<tr>
<th>Unit 1 – Properties of Food (Code: FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Area of Study 1: <strong>Keeping Food Safe</strong></td>
</tr>
<tr>
<td>Students develop an understanding of the work practices involved in ensuring that optimal quality of food is maintained to prevent food spoilage and food poisoning. Students use tools and equipment safely to produce quality outcomes in food production.</td>
</tr>
<tr>
<td>Area of Study 2: <strong>Food Properties and Preparation</strong></td>
</tr>
<tr>
<td>Students develop an understanding of the classification of foods and explore the physical, sensory and chemical properties of key foods. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. The design process is used in the preparation of food. Students investigate quality and ethical considerations in food selection such as Fair Trade and intensive farming practices.</td>
</tr>
</tbody>
</table>

**Outcomes**

1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods and using the design process select, prepare and process foods safely to optimise these properties.

**Assessment**

- Practical and Written Tests
- Written Examination
- Written Planners and Evaluations

<table>
<thead>
<tr>
<th>Unit 2 – Planning and Preparation of Food (Code: FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Area of Study 1: <strong>Food Preparation Processes</strong></td>
</tr>
<tr>
<td>Students investigate various methods, tools and equipment and the latest technological developments used in food preparation. Students examine the impact on the physical, sensory and chemical properties of key foods when applying different methods of preparation and cooking. Students implement a range of skills and processes to safely and hygienically prepare and process foods.</td>
</tr>
<tr>
<td>Area of Study 2: <strong>Planning and Preparing Meals</strong></td>
</tr>
<tr>
<td>Students plan and prepare meals, examine the impact of social and cultural factors, investigate resource availability and modify foods to suit specific nutritional needs. Students apply knowledge and problem-solving skills to plan and prepare meals to meet requirements outlined in design briefs for a range of contexts. Outcomes of production activities are evaluated.</td>
</tr>
</tbody>
</table>

**Outcomes**

1. Use skills and a range of tools and equipment to demonstrate and implement processes in food preparation of key foods.
2. Plan, prepare and evaluate meals for a range of contexts.

**Assessment**

- Written Research Assignment
- Practical and Written Tests
- Written Examination
- Written Planners and Evaluations
Food Technology (cont)

KLA Team Leader: Ms Josephine Loughman

Career Paths / Future Directions:
Catering, Chef, Cookery Demonstrator, Dietician, Food Stylist, Food Technologist, Food Technology, Teacher, Food Writer, Home Economist, Hotel Management

Unit 3 — Food Preparation, Processing and Food Controls (Code: FTT)

Area of Study 1: Maintaining food safety in Australia
Students develop an understanding of the roles and responsibilities of and the relationship between the national, state and local authorities that govern food laws and standards to maintain food safety in Australia, including the production of safe food and the labelling of manufactured products. Students examine the causes of food spoilage and food poisoning and the practices followed to prevent them occurring. They investigate how the HACCP system is used in the food industry to ensure that safe and hygienic food is produced.

Area of Study 2: Food Preparation and Processing
Students demonstrate understanding of key foods and the primary and secondary processes that are applied to them. They examine the natural food components of key foods and analyse how their functional properties may have an impact on food preparation and processing techniques. Students explore and apply a range of cooking, food preparation, processing and preservation techniques of key foods, while following food safety and hygiene requirements.

Unit 4 — Food Product Development and Emerging Trends (Code: FTT)

Area of Study 1: Implementing a Design Plan
Students apply design and product development processes. They develop individual production plans for the four to six food items proposed in Unit 3, Outcome 3. Using the design plan, students use appropriate tools and equipment to safely and hygienically implement a range of preparation, processing, preservation and presentation techniques. Students conduct and record results of sensory analysis for each food item including appearance, aroma, flavour and texture. They present and evaluate the product using the sensory analysis and the evaluation criteria devised in Unit 3, Outcome 3. They evaluate the effectiveness and efficiency of production activities in relation to their individual food item production plans.

Area of Study 2: Food Product Development
Investigate the impact of primary food production on the environment and changes being made to achieve more sustainable farming practices. They also investigate environmental issues in food manufacturing and packaging. Students consider the types of food product development and the driving forces related to these developments. They examine the process of commercial food product development from the design brief and planning stage to the prototype, production, packaging, labelling, marketing and evaluation of the final product. Students explore new and emerging foods and innovations in food product development as a result of social pressures, consumer demands and expectations. They explore the impact of technology on food production and packaging, and the development of new food products.

Area of Study 3: Developing a Design Plan
Develop a design plan to meet the requirements of a specific design brief. They initially develop a design brief and evaluation criteria drawn from the design brief. They then investigate its specifications, consider and justify food item choices and develop a design plan to be implemented in Outcome 1, Unit 4. Students research aspects related to their design brief. They incorporate the findings of their research and exploration in the design plan. After making and recording decisions about the proposed four to six food items that will comprise the product, students develop an overall production timeline.

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

Units 3 and 4 Assessment

<table>
<thead>
<tr>
<th>Units 3 &amp; 4 Coursework</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>40%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
# Geography

**KLA Team Leader:** Mr Damian Brasier

**Career Paths / Future Directions:**

## Unit 1 - Natural Environments

**Description**
This unit investigates natural environments, how they are formed and how they change. These changes can be as a result of natural or human factors or a combination of both.

**Areas of Study:**
- Characteristics of Natural Environments eg. forests, deserts
- Changes in Natural Environments eg. Wetland Environments; Kakadu and Gippsland Lakes

**Outcomes**
On completion of the unit students should be able to:
- Describe the geographic characteristics of at least two natural environments and explain how they are developed.
- Analyse and explain the changes in natural environments.

**Assessment**
- Fieldwork Report (Fieldwork: Otway Ranges)
- Structured Questions
- Test
- Data Analysis

## Unit 2 – Human Environments

**Description**
This unit investigates environments created by human activities and compares and contrasts rural and urban environments.

**Areas of Study:**
- Characteristics of Human Environments eg cities, rural environments
- Changes in Human Environments
- Country Study – Vietnam

**Outcomes**
On completion of this unit students should be able to:
- Describe and explain the geographic characteristics of different types of rural and urban environments.
- Analyse and explain changes due to human activities in rural and urban environments.

**Assessment**
- Fieldwork Report (Fieldwork: Melbourne - Docklands)
- Research Report (Fieldwork: Yarra Valley)
- Test
- Data Analysis

## Unit 3 – Regional Resources

**Description**
This unit investigates the use and management of resources, especially water in the Murray-Darling Basin and of resources in the local area.

**Areas of Study:**
- Use and management of water in the Murray Darling Basin
- Use and management of a local resource: Fieldwork

**Outcomes**
On completion of this unit students should be able to:
- Analyse use and management of water within the Murray-Darling Basin region and evaluate its future sustainable use.
- Describe the characteristics of a local resource and justify a policy for its future use and management.

**Assessment**
- Fieldwork Report (Fieldwork: Echuca)
- Data Analysis (Fieldwork: Local Resource)

## Unit 4 - Global Perspectives

**Description**
This unit investigates the geographic characteristics of global phenomena and how people respond to them; in particular human populations and tourism.

**Areas of Study:**
- Global phenomena
- Global Responses

**Outcomes**
On completion of this unit, students should be able to:
- Evaluate the relative importance of factors that affect changes in human populations and other phenomena.
- Compare and evaluate the effectiveness of responses and policies to manage these phenomena.

**Assessment**
- Data Analysis
- Short Answer Tests
- Report

**Unit 3 & 4 Assessment:**
- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Written Examination 50%
## Health and Human Development

**KLA Team Leader:** Mrs Natalie Alexander

**Career Paths / Future Directions:** Community Health, Education, Food Science, Health Administration, Health Sciences, Nursing, Social Welfare

### Unit 1 - The health and development of Australia’s youth

**Description**
This unit focuses on the health and individual human development of Australia’s youth. Students will develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. Issues that impact on the health and individual human development of Australia’s youth will also be investigated.

**Outcomes**
- Describe the dimensions of, and the interrelationships within and between, health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
- Outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

**Assessment**
A range of tasks taken from the following list:
- A case study analysis
- A data analysis
- A visual presentation, such as concept/mind map, poster or presentation file
- A multimedia presentation
- An oral presentation, such as a debate or podcasts (audio or visual)
- A blog
- A test
- A written response, such as a research assignment or briefing paper

### Unit 2 - Individual human development and health issues

**Description**
This unit focuses on the lifespan stages of childhood and adulthood. Students will develop an understanding of the health and individual human development of Australia’s children and adults. A range of health issues that are having an impact on Australia’s healthcare system will be discussed.

**Outcomes**
- Describe and explain the factors that affect the health and individual human development of Australia’s children.
- Describe and explain the factors that affect the health and individual human development of Australia’s adults.
- Analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

**Assessment**
A range of tasks taken from the following list:
- A case study analysis
- A data analysis
- A visual presentation, such as concept/min map, poster or presentation file
- A multimedia presentation
- An oral presentation, such as a debate or podcasts (audio or visual)
- A blog
- A test
- A written response, such as a research assignment or briefing paper

### Unit 3 – Australia’s Health

**Description**
This unit focuses on the health status of Australians. Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. The development of the NHPAs and their relationship to burden of disease in Australia is examined. Students will discuss the roles and responsibilities of government and non-government organisations in addressing health needs and promoting health.

**Outcomes**
- Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
- Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

### Unit 4 – Global Health & Human Development

**Description**
This unit takes a global perspective on achieving sustainable improvements in health and human development. Students explore global health, human development and sustainability. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Australia’s contribution to international health programs through AusAid is also discussed.

**Outcomes**
- Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
- Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

**Assessment**
- Case Studies
- Written Reports
- Data Analysis
- Tests

**Units 3 and 4 Assessment**
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination = 50%
History

KLA Team Leader:  Mr Damian Brasier

Career Paths / Future Directions:
Communications, Education, Journalism, Law, Marketing, Multimedia, Public policy, Publishing, Research

Unit 1 – Twentieth Century History (1900-1945)  (Code: HIE)

Description
This unit explores some of the momentous events and new ideas which occurred in the first half of the Twentieth Century. Topics include the rise of the Nazi party in Germany, the causes of World War I and cultural life in the period 1900 – 1930.

Outcomes:
• Analyse and explain the impact of a political crisis.
• Analyse and discuss patterns of social life in Nazi Germany.
• Analyse the relationship between historical context and the cultural expression of the period from 1900 – 1930.

Assessment
• Topic Tests
• Essay
• Research assignment
• Analytical exercise
• Semester Examination

Unit 2 – Twentieth Century History (since 1945)  (Code: HIE)

Description
This unit examines some of the main events, competing ideologies and social movements since 1945. Topics include the Black Civil Rights movement in the 1960s, Terrorism and the Cold War.

Outcomes
• Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
• Evaluate the impact of post-war challenges to established social and political power.
• Analyse issues faced by communities arising from political, economic and technological change.

Assessment
• Topic Tests
• Essay
• Research project
• Analytical exercises
• Semester Examination

Unit 3 – The French Revolution  (Code: HIT)

Description
In Unit 3 students study the French Revolution. Revolutions share the common aim of breaking with the past by destroying governments and societies and embarking on a program of profound political and social change. The unit examines the cause of the French Revolution, the role of leaders, ideas and movements in bringing about this change and the extent to which the ideas were achieved.

Outcomes
• Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
• Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.

Units 3 and 4 Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>

Unit 4 – The Russian Revolution  (Code: HIT)

Description
In Unit 4 students study the Russian Revolution. Revolutions are violent events which have the aim of bringing about profound social and political change. This unit examines the causes of the Russian Revolution, the role of leaders, ideas and movements in bringing about this change and the extent to which the ideals were achieved.

Outcomes
• Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
• Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.
# LANGUAGES - German

**KLA Team Leader:** Mrs Kristy Irwin

Students selecting Languages (German) should have completed four years’ study of that language and gained a **good** pass at Year 10 level. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

**Career Paths / Future Directions:**
Education, Government organisations, International Business, International Relations, Law, Commerce, Public Policy, Journalism, Tourism

**Areas of Study (Applies to Units 1, 2, 3, & 4)**
The areas of study for German comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The prescribed themes are ‘The Individual’, ‘German-speaking Communities’ and ‘The Changing World’. Students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

### Unit 1 – German (Code: GEE)

**Description**
The study of German develops students’ ability to understand and use the German language. German is a language of culture, music, theology and philosophy as well as a key language in the fields of science, medicine, economics and technology.

The study of German will enable you to use the language to communicate with others; understand and appreciate the cultural contexts in which German is used to enhance your knowledge of your own culture through the study of another and to make connections between German and English.

**Outcomes**
- Demonstrate that you can speak or write on topics related to personal areas of experience.

### Unit 2 – German (Code: GEE)

**Description**
Through the study of topics within the themes of ‘The Individual’, ‘The German-speaking Communities’ and ‘The Changing World’, students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

**Outcomes**
- Demonstrate that you can make arrangements or ask for/give advice orally or in writing on a topic currently studied in class in the German language.

### Unit 3 – German (Code: GET)

**KLA Team Leader:** Mrs Kristy Irwin

Students selecting Languages (German Units 3/4) should have completed five years’ study of the language and gained a **good** pass in Units 1 & 2. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

**Description**
This unit enables students to use language to conduct daily activities, to develop relationships, to seek out and understand factual information, to use information for a variety of purposes.

Through the study of topics within the themes of ‘The Individual’, ‘The German-speaking Communities’ and ‘The Changing World’, students will consolidate and expand their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length, complexity and degree of difficulty. Students are expected to write longer pieces of around 300 words, and there is a strong emphasis on grammatical accuracy. In addition, students will begin work on a Detailed Study topic. This will enable students to explore and compare aspects of the language and culture of the German speaking community through a range of oral and written texts. This topic forms the basis of discussion in Section Two of the Oral Examination.

**Outcomes**
- Demonstrate that you can use information and ideas from spoken and written texts in the German language to produce your own text.
- Demonstrate that you can use information from spoken and written texts in the German language to produce an oral response, which shows a critical response to aspects of language and culture of German speaking communities.

### Unit 4 – German (Code: GET)

**Description**
In this unit students continue to consolidate their language skills in all areas. There is a particular focus on analysis and critically responding to texts and ideas. Writing tasks will place particular emphasis on informative, evaluative and persuasive writing.

The Detailed study is continued through this unit.

**Outcomes**
- Demonstrate that you can understand, analyse and respond in written German to a variety of German texts.
- Demonstrate that you can produce an informative, evaluative or persuasive written response, which shows a critical response to aspects of language and culture of German speaking communities.
- Demonstrate that you can respond critically in an interview on an issue related to texts studied.

---

### Assessment

| School Assessed Coursework for Unit 3 – three tasks (=25% of final assessment) |
| School Assessed Coursework for Unit 4 – three tasks (= 25% of final assessment) |
| End of year Examinations for Unit 3 and 4 – one oral (12.5%) and one written (37.5%) (=50% of final assessment) |
KLA Team Leader: Mrs Kristy Irwin

Students selecting Languages (Indonesian) should have completed four years’ study of that language and gained a good pass at Year 10 level. A language other than English is a useful additional skill for many subject areas, including Science, Music and Engineering.

Career Paths / Future Directions:

Areas of Study (Applies to Units 1, 2, 3, & 4)
The areas of study for Indonesian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The prescribed themes are; ‘The Individual’, ‘The Indonesian-Speaking Communities’ and ‘The Changing World’. Students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

Unit 1 – Indonesian

Description
The study of Indonesian develops students’ ability to understand and use the language of a country which is one of Australia’s closest neighbours and is also one of the most populated countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, particularly in areas such as business, tourism, education and security. The study of Indonesian will enable you to use the language to communicate with others; to understand and appreciate the cultural contexts in which Indonesian is used; to enhance your knowledge of your own culture through the study of another and to make connections between Indonesian and English.

Outcomes
• Demonstrate that you can speak or write on topics related to personal areas of experience.
• Demonstrate that you can understand longer spoken and written texts to obtain information and respond in writing.
• Demonstrate that you can respond orally or in writing to a text focussing on real or imaginary experience.

Assessment
• An informal conversation or a response to a personal letter, fax or email.
• Reading and listening to Indonesian texts and responding to them in writing, in either Indonesian or English.
• An oral presentation or a review of an article.

Unit 2 – Indonesian

Description
Through the study of topics within the themes of ‘The Individual’, ‘The Indonesian-speaking Communities’ and ‘The Changing World’, students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

Outcomes
• Demonstrate that you can make arrangements or ask for/give advice orally or in writing on a topic currently studied in class in the Indonesian language.

Unit 3 – Indonesian

Description
This unit enables students to use language to conduct daily activities, to develop relationships, to seek out and understand factual information, to use information for a variety of purposes. Through the study of topics within the themes of ‘The Individual’, ‘The Indonesian-speaking Communities’ and ‘The Changing World’, students will consolidate and expand their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length, complexity and degree of difficulty. Students are expected to write longer pieces of around 300 words, and there is a strong emphasis on grammatical accuracy.

Outcomes (cont)
• Demonstrate that you can use information and ideas from spoken and written texts in the Indonesian language to produce your own text.
• Demonstrate that you can speak or write in Indonesian about real or imaginary experiences.

Assessment
• A role-play or interview or a formal letter, fax or email.
• Reorganise information from spoken and written texts in a different text type.
• A journal entry or a personal account or a short story.

Unit 4 – Indonesian

Description
In this unit students continue to consolidate their language skills in all areas. There is a particular focus on analysis and critically responding to texts and ideas. Writing tasks will place particular emphasis on informative, evaluative and persuasive writing. The Detailed study is continued through this unit.

Outcomes
• Demonstrate that you can understand, analyse and respond in written Indonesian to a variety of Indonesian texts.
• Demonstrate that you can produce an informative, evaluative or persuasive written response, which shows a critical response to aspects of language and culture of Indonesian speaking communities.
• Demonstrate that you can respond critically in an interview on an issue related to texts studied.

Units 3 and 4 Assessment
School Assessed Coursework for Unit 3 – three tasks
School Assessed Coursework for Unit 4 – three tasks
Examinations for Units 3 and 4 - one oral (12.5%) and one written (37.5%)

= 25% of final assessment
= 25% of final assessment
= 50% of final assessment
## Languages - Italian

**KLA Team Leader:** Mrs Kristy Irwin

Students selecting Languages (Italian) should have completed two years’ study of that language and gained a **good** pass at Year 10 level. A language other than English is a useful additional skill for many subject areas, including Science, Music, Engineering, Law, Health and Social Care.

### Career Paths/ Future Directions:

### Areas of Study (Applies to Units 1, 2, 3 & 4)

The areas of study for Italian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. The prescribed themes are: ‘The Individual’, ‘The Italian-speaking communities’, and ‘The Changing World’. Students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

#### Unit 1 — Italian

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of Italian develops students’ ability to understand and use the Italian language, which is one of the official languages of the European Union and the second most widely spoken language in Australia, after English. A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, education, medicine, law and design. The study of Italian will enable you to use the language to communicate with others; understand and appreciate the cultural contexts in which Italian is used; to enhance knowledge of your own culture through the study of another and to make connections between Italian and English.</td>
<td>- Demonstrate that you can make arrangements or ask for advice orally or in writing on a topic currently studied in class in the Italian language.</td>
</tr>
</tbody>
</table>

#### Unit 2 — Italian

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes (cont)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the study of topics within the themes of ‘The Individual’, ‘The Italian-speaking Communities’ and ‘The Changing World’, students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.</td>
<td>- Demonstrate that you can understand, analyse and use information for a variety of purposes.</td>
<td>- An informal conversation or a response to a personal letter, fax or email.</td>
</tr>
</tbody>
</table>

#### Unit 3 — Italian

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit enables students to use language to conduct daily activities, to develop relationships, to seek out and understand factual information and to use information for a variety of purposes. Through the study of topics within the themes of ‘The Individual’, ‘The Italian-speaking Communities’ and ‘The Changing World’, students will consolidate and expand their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length, complexity and degree of difficulty. Students are expected to write longer pieces of around 300 words, and there is a strong emphasis on grammatical accuracy. In addition, students will begin work on a Detailed Study topic. This will enable students to explore and compare aspects of the language and culture of the Italian speaking community through a range of oral and written texts. This topic forms the basis of discussion in Section Two of the Oral Examination.</td>
<td>- Demonstrate that you can write a personal or imaginative piece of approximately 300 words.</td>
<td>- A role-play or interview or a formal letter, fax or email.</td>
</tr>
</tbody>
</table>

#### Unit 4 — Italian

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes (cont)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students continue to consolidate their language skills in all areas. There is a particular focus on analysis and critically responding to texts and ideas. Writing tasks will place particular emphasis on informative, evaluative and persuasive writing. The Detailed Study is continued through this unit.</td>
<td>- Demonstrate that you can produce informative, evaluative or persuasive written responses, which show a critical response to aspects of language and culture of Italian speaking communities.</td>
<td>- Reorganise information from spoken and written texts in a different text type.</td>
</tr>
</tbody>
</table>

### Units 3 and 4 Assessment

| School Assessed Coursework for Unit 3 — three tasks (=25% of final assessment) | School Assessed Coursework for Unit 4 — three tasks (=25% of final assessment) | End of year Examinations for Unit 3 and 4 — one oral (12.5%) and one written (37.5%) (=50% of final assessment) |

---

Catholic Ladies' College | YEAR 11 AND YEAR 12 HANDBOOK 2013 - 2014 | 32
# Legal Studies

**KLA Team Leader:** Mr Damian Brasier

**Career Paths / Future Directions:**
Administration, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service, Social Work, Teaching

## Unit 1 – Criminal Law in Action (Code: LEE)

### Description
This study explores the distinction between rules and laws, the Victorian court hierarchy and the process of law-making through Parliament. It focuses on the role of police in a criminal investigation and criminal trial procedures. It also examines the objectives of criminal sanctions, their effectiveness and the fairness of the criminal justice system.

### Outcomes
- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
- Describe the process for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

## Unit 2 – Issue in Civil Law (Code: LEE)

### Description
This study focuses on the nature of civil disputes and the processes used to resolve civil disputes. Types of civil actions, defences and the procedures for the resolution of civil cases will be examined. Alternative dispute resolution methods will also be investigated and evaluated.

### Outcomes
- Explain the principles of civil law, law-making by courts and elements of torts and apply these to relevant cases.
- Explain and evaluate the processes for the resolution of civil dispute.
- Explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

### Units 1 & 2 Assessment
- Structured assignment
- Essay
- Mock Court or role play
- Folio and report
- Case study
- Test
- Annotated visual display
- Report (written, visual, oral or multi-media)

## Unit 3 – Law-making (Code: LET)

### Description
This study focuses on developing an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

### Outcomes
- Describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
- Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

## Unit 4 – Dispute Resolution (Code: LET)

### Description
This study focuses on the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Court processes, the jury system and the adversary system and inquisitorial system will be examined and evaluated. The study also looks at the effectiveness of the operation of the Victorian legal system in achieving justice.

### Outcomes
- Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and alternative dispute resolution methods.
- Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

### Units 3 and 4 Assessment
- Case study
- Structured questions
- Test
- Essay
- Written report
- Multi-media report
- Folio of exercises

### Assessment Breakdown
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination = 50%
# Mathematics Offerings

## Mathematics course options at Catholic Ladies’ College

<table>
<thead>
<tr>
<th>YEAR 11 2012</th>
<th>YEAR 12 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics (Specialist) 1 &amp; 2 and Mathematical Methods 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4 and Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td><strong>Mathematical Methods 1 &amp; 2</strong></td>
<td><strong>Mathematical Methods 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>General Mathematics (Further) 1 &amp; 2</strong></td>
<td><strong>Further Mathematics 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>Foundation Mathematics 1 &amp; 2</strong></td>
<td></td>
</tr>
</tbody>
</table>

Mathematics course options at Catholic Ladies’ College.
## Foundation Mathematics

**KLA Team Leader:** Mr Paul Kelly  
This subject provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET and VCAL studies. It is for students who do not intend to undertake VCE Mathematics in Year 12.

### Career Paths / Future Directions:
Business, Administration, Retail

### Units 1 & 2 – Foundation Mathematics  
(Code: FME)

#### Description
There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.  
The areas of study are:
- Space, shape and design
- Patterns and number
- Handling data
- Measurement

#### Outcomes
- Use mathematical concepts and skills from the areas of study.
- Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts and communicate the results.
- Select and use technology to apply mathematics in a range of practical contexts.

#### Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Investigations and projects
- Assignments
- Summary or review notes
- Tests and Semester Examinations

## General Mathematics (Further)

**KLA Team Leader:** Mr Paul Kelly  
Students undertaking Further Mathematics Units 3 / 4, require a completion of Units 1 and 2 Mathematics, excluding Foundation Maths. This course is for students intending to study Further Mathematics in the following year.  It focuses on broad skill development, with an emphasis on statistics and arithmetic. Units 1 and 2 Mathematics is required for Primary Teaching.

### Career Paths / Future Directions:
This course focuses on a broad mathematical development, with an emphasis on statistics. It is useful for Psychology related courses, and careers in Health Sciences.

### Units 1 and 2 – General Maths (Further)  
(Code: GMF)

#### Description
This course is made up from a choice of modules, selected from the following areas of study:
- Arithmetic
- Matrices
- Linear functions
- Bivariate data
- Trigonometry
- Geometry
- Networks
- Data Analysis

#### Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems (graphics calculator, spreadsheets and internet).

#### Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and semester exams
- Summary or review notes
- Projects
- Short written responses
- Problem solving and modelling tasks

### Units 3 and 4 – Further Mathematics  
(Code: FMT)

#### Description
This course is made up of two areas of study:
1. Data Analysis – core material, and
2. Three modules selected from:
   - Number Patterns
   - Geometry and Trigonometry
   - Graphs and Relations
   - Business-related Mathematics
   - Networks and Decision Mathematics
   - Matrices

#### Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems. (graphics calculator, spreadsheets, internet).

#### Units 3 and 4 Assessment
- Written Examination 1 = 33%  
  (Graphical or CAS calculator and one bound reference permitted)
- Written Examination 2 = 33%  
  Units 3 and 4 Coursework = 34%
Mathematical Methods (CAS)

KLA Team Leader: Mr Paul Kelly

Students who wish to study Units 3 / 4 Mathematical Methods need to have completed Units 1 / 2 Maths Methods.

Career Paths / Future Directions:
This course is directed towards Mathematical Methods 3/4 in Year 12. It is a pre-requisite for many Tertiary courses. Career paths may include: Banking and Finance, Business, Biological and Physical, Sciences, Computer Programming, Statistics, Education, Engineering, Medicine.

Units 1 and 2 – Mathematical Methods (CAS)  (Code: MAE)

Description
A fully prescribed course of:
- Algebra
- Polynomial, Trigonometric and Exponential Functions and Graphs
- Probability and Combinatorics
- Rates of Change and Calculus

Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and Semester Examinations (some Tests and Examinations will be technology free)
- Summary or review notes
- Projects
- Short written responses
- Problem solving and modelling tasks

Units 3 and 4 – Mathematical Methods (CAS)  (Code: MAT)

Description
A fully prescribed course of:
- Coordinate geometry
- Polynomial, power, trigonometric, exponential and logarithmic functions and graphs
- Calculus
- Algebra
- Probability distributions and functions

Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

Units 3 and 4 Assessment
- Written Examination 1 = 22%  (No calculators or notes permitted in Examination 1)
- Written Examination 2 = 44%  (CAS calculator and one bound reference permitted in Examination 2)
- Units 3 and 4 Coursework = 34%
General Mathematics (Specialist)

KLA Team Leader: Mr Paul Kelly

Students selecting Unit 3/4 Specialist Mathematics should have completed four (4) Units of Mathematics at Year 11. They also need to complete Maths Methods, Units 3/4. This course is taken in conjunction with Mathematical Methods 1/2. It is necessary as preparation for Specialist Mathematics 3/4, but is also useful as a good foundation for Mathematical Methods 3/4. It focuses on algebraic applications and analysis.

Career Paths / Future Directions:
This course has an emphasis on algebraic applications and analysis, and is directed towards Tertiary courses in Mathematics, Engineering and Physical Sciences. Also: Actuarial, Banking, Business, Computer Programming, Education, Engineering, Government Organisations, Medicine, Statistics

<table>
<thead>
<tr>
<th>Units 1 and 2 – General Mathematics (Specialist)</th>
<th>(Code: GMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>The areas of study are:</td>
<td>• Define and explain key concepts; apply mathematical routines and procedures.</td>
</tr>
<tr>
<td>• Arithmetic</td>
<td>• Apply mathematical processes in non-routine contexts.</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Use technology to investigate and solve problems.</td>
</tr>
<tr>
<td>• Graphs of linear and non-linear relations</td>
<td></td>
</tr>
<tr>
<td>• Geometry and Trigonometry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:</td>
<td></td>
</tr>
<tr>
<td>• Assignments</td>
<td></td>
</tr>
<tr>
<td>• Tests and Semester Exams (some Tests/Exams will be technology free)</td>
<td></td>
</tr>
<tr>
<td>• Summary or review notes</td>
<td></td>
</tr>
<tr>
<td>• Projects</td>
<td></td>
</tr>
<tr>
<td>• Short written responses</td>
<td></td>
</tr>
<tr>
<td>• Problem solving and modelling tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units 3 and 4 – Specialist Mathematics</th>
<th>(Code: SMA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>A fully prescribed course of:</td>
<td>• Define and explain key concepts; apply mathematical routines and procedures.</td>
</tr>
<tr>
<td>• Functions, relations and graphs</td>
<td>• Apply mathematical processes in non-routine contexts.</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Use technology to investigate and solve problems.</td>
</tr>
<tr>
<td>• Calculus</td>
<td></td>
</tr>
<tr>
<td>• Vectors</td>
<td></td>
</tr>
<tr>
<td>• Mechanics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units 3 and 4 Assessment</th>
<th>No calculators or notes permitted in Examination 1</th>
<th>A CAS calculator and one bound reference permitted in Examination 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination 1 = 22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Examination 2 = 44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units 3 and 4 Coursework = 34%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 1 — Representation and Technologies of representation

**Description**
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions to the creation of meaning in media products, and the role and significance of selection processes in their construction.

**Outcomes**
- Describe the construction of media representations and explain how the representations reproduce the world differently from direct experience of it.

**Outcomes (cont)**
- Produce and compare media representations in two or more media forms and compare the application of different media technologies.
- Discuss the creative and cultural implications of new media technologies.

**Assessment**
- Analysis of Representation Test
- Production of Representation
- Comparative analysis of representations Essay
- Construction and analysis of new media technologies
- Semester Examination

### Unit 2 — Media Production and the Media Industry

**Description**
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within with Australian media organisations operate.

**Outcomes**
- Explain the media production process and demonstrate specialist production skills within collaborative media productions.

**Outcomes (cont)**
- Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the industry.
- Describe characteristics of Australian media organisations and discuss the social and industrial framework within which they operate.

**Assessment**
- Australian Media Organisation Report
- Media Production Design Plan
- Media Production
- Analysis of Media Production’s industry
- Semester Examination

### Unit 3 — Narrative and Media Production Design

**Description**
The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognize the role and significance of narrative organization in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

**Outcomes**
- Prepare a media production design plan incorporating the specification areas.
- Use a range of equipment, applications and media processes to present ideas and explore aesthetic qualities in production design plan ties in production design plan

**Outcomes (cont)**
- Analyse production and story elements in fictional media texts and discuss how these elements structure the narrative.
- Use a range of equipment, applications and media processes to present ideas and explore aesthetic qualities in production design plan specification areas.
- Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

**Assessment**
- Narrative Report 8%
- Production Exercises S/N
- Design Plan S/N

### Unit 4 — Media Process, Social Values and Media Influence

**Description**
The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

**Outcomes**
- Produce a media product for an identified audience.

**Outcomes (cont)**
- Discuss the ways in which social values shape and are reflected in a media text.
- Discuss theories of media influence and analyse debates about the nature and extent of media influence.

**Assessment**
- Media exercises, design plan, production and process 35%
- Social Values Report 6%
- Media Influence Report 6%
- Examination 45%
## Music – VCE / VET

**KLA Team Leaders:** Ms Annette Kilsby  
**Career Paths / Future Directions:** Musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

VCE / VET programs lead to nationally recognised qualification, thereby offering students the opportunity to gain both the VCE and a nationally portable Vocational Education and Training (VET) Certificate.

### Units 1 & 2  
**Description**  
Certificate III in Music involves; music industry knowledge, music performance, practical knowledge of copyright and health, safety and security procedures important to the music industry.

**Outcome**  
Completion of eight (8) units of competence:
- Implement copyright arrangements
- Work effectively in the music industry
- Follow occupational health and safety procedures
- Compose simple songs or musical pieces
- Make a music demo
- Apply a general knowledge of lighting to work activities
- Incorporate music technology into performance
- Assist with sound recordings

**Assessment**
- Performance
- Song writing techniques
- Rehearsal
- Production & Recording
- Music Technology

Students who complete the Unit 1 and 2 sequence but do not progress to the Unit 3 and 4 sequence of Music will be given recognition for the completion of VCE Units 1 and 2 and will receive a Statement of Attainment for the VET units they completed.

### Units 3 & 4  
**Description**  
Certificate III in Music involves; music industry knowledge, music performance, practical knowledge of copyright and health, safety and security procedures important to the music industry.

**Outcome**  
Completion of six (6) units of competence:
- Develop technical skills in performance
- Prepare for performances
- Develop improvisation skills
- Apply knowledge of genre to music making
- Develop and apply aural-perception skills
- Develop ensemble skills for playing or singing music

**Assessment**
- Performance
- Music Making and Improvisation
- Rehearsal
- Production & Recording
- Music Technology
- Aural Perception
- Exam

The satisfactory completion of Units 3 and 4 in Music will earn the student a Certificate III in Music (VET).

On the completion of Units 3 & 4 VCE Vet Music, students will be eligible to receive VCE unit credits.

Students who choose not to receive study scores may still receive the VET Certificate III in Music upon completion of the prescribed units of Competence.

**Units 3 and 4 Assessment**
- Unit 3 & 4 Coursework = 66%
- Examination = 34%
Music Performance

KLA Team Leader: Mr Tony Chalhoub

(Career Paths / Future Directions: Musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

<table>
<thead>
<tr>
<th>Unit 1 - Music (Code: MPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.</td>
</tr>
</tbody>
</table>

Area Study 1: Performance

Outcome 1:
Students will be able to prepare and perform a practised program of group and solo works.

<table>
<thead>
<tr>
<th>Area Study 2: Performance Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 2:</strong></td>
</tr>
<tr>
<td>Students will demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area Study 3: Musicianship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 3:</strong></td>
</tr>
<tr>
<td>Students will identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solo technical presentation</td>
</tr>
<tr>
<td>• Solo and Group Performances</td>
</tr>
<tr>
<td>• Semester examination Aural, Music Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 - Music (Code: MPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.</td>
</tr>
</tbody>
</table>

Area Study 1: Performance

Outcome 1:
Students will prepare and perform a musically engaging program of group and solo works.

Area Study 2: Performance technique

Outcome 2:
Students will demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Area Study 3: Musicianship

Outcome 3:
Students will identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.

Area Study 2: Organisation of Sound

Outcome 4
Students will devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solo Technical Presentation</td>
</tr>
<tr>
<td>• Solo and Group Performances</td>
</tr>
<tr>
<td>• Folio Composition/Improvisation work and presentation</td>
</tr>
<tr>
<td>• Semester examination Aural, Music Theory</td>
</tr>
</tbody>
</table>
Physical Education

KLA Team Leader: Mrs Natalie Alexander

Career Paths / Future Directions:
Childcare, Chiropractor, Education, Fitness industry, Health industry, Nursing, Outdoor Education, Physiotherapy, Recreation, Sports Administration, Sports Marketing

Unit 1 – Bodies in Motion

Description
This unit allows students to explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. A detailed study is included in this unit and students will study one of the following: technological advancements from a biomechanical perspective or injury prevention and rehabilitation.

Outcomes
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
- Examine biomechanical principles underpinning physical activity and sport.
- Examine changes that have been made to sporting techniques and equipment and explore the biomechanical effect of the change.

Outcomes (cont)
- Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment.

Assessment
A range of tasks taken from the following list:
- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- an oral presentation such as podcast, debate
- a written report
- a test

Unit 2 – Sports coaching and physically active lifestyles

Description
This unit allows students to explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. A detailed study is included in this unit and students will study one of the following: Decision making in sport or promoting active living.

Outcomes
- Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Outcomes (cont)
- Understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations.
- Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.

Assessment
A range of tasks taken from the following list:
- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- an oral presentation such as podcast, debate
- a written report
- a test
Physical Education (cont)

KLA Team Leader: Mrs Natalie Alexander

Career Paths / Future Directions:
Childcare, Chiropractor, Education, Fitness industry, Health industry, Nursing, Outdoor Education, Physiotherapy, Recreation, Sports Administration, Sports Marketing

| Unit 3 – Physical activity participation and physiological performance (Code: PYT) |
| Description |
| This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students explore the various systems and mechanisms associated with the energy required for human movement. Through practical activities students explore the relationship between the energy systems during physical activity. |
| Outcomes |
| • Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines. |
| • Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies. |

| Unit 4 – Enhancing Performance (Code: PYT) |
| Description |
| This unit focuses on improvements in performance, in particular fitness. Students will study the components of fitness and assessment of fitness from a physiological perspective. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective. Students explore nutritional, physiological and psychological strategies used to enhance performance including legal and illegal substances as well as consider strategies to promote recovery. |
| Outcomes |
| • Focus on the components of fitness and assessment of fitness from a physiological perspective. Students will plan, implement and evaluate training programs to enhance specific fitness components. |
| • Analyse and evaluate strategies designed to enhance performance or promote recovery. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. |

Units 3 and 4 Assessment
| Unit 3 Coursework = 25% |
| Unit 4 Coursework = 25% |
| Written Examination = 50% |
Physics

KLA Team Leader: Dr Dawn Duncan

Career Paths / Future Directions:
Aerospace, Education, Engineering, Geology, Meteorology, Mining Industry, Applied Sciences such as: Biomechanics, Electronics, Geospatial Sciences, Medical Technology, Physiotherapy, Podiatry, Radiography, Veterinary Science, and many more general Science Degrees

Unit 1 – Physics (Code: PHE)

Description
Students examine the nature of electricity and its behaviour in electric circuits. They will look at radioactivity and nuclear reactions, including the use of nuclear physics in the diagnosis and treatment of illness.

Outcomes
- Understand and apply the basic DC circuit model to simple electrical devices.
- Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

Outcomes (cont)
- Explain the application of physics principles to the diagnosis and treatment of illness.

Assessment
Practical investigation and a selection from the following:
- Data Analysis
- Multimedia Web page Presentation
- Response to a Media Article
- A Summary Report of Practical Investigations
- Written reports
- Tests

Unit 2 – Physics (Code: PHE)

Description
Students examine the equations governing and describing forces and motion. They examine the two models used to explain light and choose an elective from a range of topics.

Outcomes
- Describe and explain the motion of particles and bodies.
- Examine the wave-like properties of light in the context of sight and visual technology.
- Explain our understanding of the nature and composition of the universe, investigate flight or the possibility of sustainable energy.

Assessment
Practical investigation and a selection from the following:
- Data Analysis
- Multimedia Web page Presentation
- Response to a Media Article
- A Summary Report of Practical Investigations
- Written reports
- Tests

Unit 3 – Physics (Code: PHT)

Description
In this unit motion in two dimensions is introduced and applied to moving objects in earth and space. Electronic circuits are studied, along with the newly developing field of photonics. The physics of structures and the properties of materials is also studied.

Outcomes
- Use physics to describe and explain two dimensional motion, forces, energy, momentum and gravity.
- Explain the operation of electronic and photonic devices.

Assessment
Practical investigation and a selection from the following:
- Data Analysis
- Multimedia Web page Presentation
- Response to a Media Article
- A Summary Report of Practical Investigations
- Written reports
- Tests

Units 3 and 4 Assessment
Unit 3 and 4 Coursework = 40%
Written Examination = 60%
Psychology

KLA Team Leader: Dr Dawn Duncan

Career Paths / Future Directions:
Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 1 – Introduction to Psychology (Code: PSE)

What is Psychology?
This area of study introduces the nature and scope of psychology as a scientific discipline. Students learn about the processes involved in psychological research, the evidence-based nature of findings in psychology, and ethical principles in the practice and conduct of psychology and psychological research. Classical and contemporary theories that have contributed to the development of psychology are considered.

Characteristics of the visual system and the visual processes involved in detecting and interpreting visual stimuli are also investigated.

Lifespan Psychology
This area of study focuses on the psychological development of an individual from infancy to old age, which includes the complex interaction of heredity and environment. The nature and incidence of mental illness in the population across the lifespan is also considered.

Assessment
- Tests
- Essays
- Research Activity

Unit 2 – Self and Others (Code: PSE)

Interpersonal and group behaviour
This area of study examines how attitudes are formed and changed, and the factors that affect the behaviour of individuals and groups. The factors that contribute to prejudice and discrimination are considered as well as the factors which may reduce prejudice.

Social influences on the individual such as pro-social and anti-social behaviour are addressed. Factors affecting obedience and conformity are also considered. Research methods appropriate to the measurement of behaviours are applied.

Intelligence and Personality
On completion of this unit the student should be able to compare different theories of intelligence and personality. This area of study looks at intelligence and the factors that influence intelligence. The concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual are addressed in this unit. Strengths and limitations of methodologies used to describe and classify both intelligence and personality are included.

Assessment
- Tests
- Media response
- Research Activity (ERA)
Psychology (cont)

KLA Team Leader: Dr Dawn Duncan

Career Paths / Future Directions:
Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 3 – Psychology (Code: PST)

Description
This unit looks at two major areas of study: mind, brain and body and memory. Throughout each area students will also examine research methodologies and ethics. This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Outcomes
- Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies to the investigation of brain function.
- Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment
Area Study One:
At least two different tasks from:
- Evaluation of research
- data analysis
- essay
- media response
- folio of practical activities
- oral presentation using two or more data types
- report of a student investigation
- test
- visual presentation

Area Study Two:
Report of a research investigation related to an aspect of memory conducted by the student.

Unit 4 – Psychology (Code: PST)

Description
This unit looks at two major areas of study: learning and mental health. Throughout each area students will also examine research methodologies and ethics. This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour.

Outcomes
- On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
- On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

Units 3 and 4 Assessment
Unit 3 & 4 Coursework = 40%
Written Examination = 60%

Assessment
Area Study One:
Folio of at least 5 practical activities and annotations of at least 3 activities to illustrate selected aspects of learning.

Area Study Two:
The use of a biopsychosocial framework to explain the causes and management of a selected mental disorder presented in one of the following formats:
- report
- visual presentation
- oral presentation
- media response

AND
At least one other task selected from:
- evaluation of research
- data analysis
- essay
- media response
- report of a student investigation
- oral presentation
- test
- visual representation
Religious Education course options at Catholic Ladies’ College for 2013

<table>
<thead>
<tr>
<th>COMPLETED IN YEAR 10 - 2012</th>
<th>YEAR 11 - 2013</th>
<th>YEAR 12 - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion &amp; Society Unit 1</td>
<td>Religion &amp; Society Unit 2 (Ethics &amp; Morality)</td>
<td>Texts &amp; Traditions Unit 3 &amp; 4 (Texts &amp; Traditions)</td>
</tr>
<tr>
<td>(Religion in Society)</td>
<td>- OR -</td>
<td>- OR -</td>
</tr>
<tr>
<td></td>
<td>Texts &amp; Traditions - Unit 1 (Narrative Texts and Traditions)</td>
<td>School-based Choices, Challenge and Catholic Tradition</td>
</tr>
<tr>
<td></td>
<td>- OR -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Texts &amp; Traditions Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>
Religious Education

KLA Team Leader: Mr Patrick Platt

Career Paths / Future Directions:
Science, Business, Medical, Teaching

Year 12 College-based Choices, Challenge and Catholic Tradition – Integrating Faith and Life

Description
The world our students will enter post Year 12 is exciting, hectic and, at times, bewildering. The students will hear words like options, pathways, directions and of course choices. These words will apply to every facet of their life beyond Year 12 and will involve working through issues to make decisions that accord with personal views, priorities and beliefs.

This course is centred around the concept of choices that will have to be understood, clarified and made as students move into the next phase of their life. The course presents and examines choices in areas such as relationships, consumerism, social justice, morality, the environment, popular culture, technological advancements and life paths. The aim of this unit is to raise the students awareness of both the range of decisions they will face and to provide an understanding of how to approach decision making and conflict resolution in a confident and thoughtful manner.

To make informed choices involves the study of both personal and divergent views and values. This is central to the course. The students will also explore the connections between spirituality, faith, community and Catholic teaching in their own faith and life journey.

As part of the course there is also time for individual and communal reflection, meditation, prayer, contemplation and sharing. All such activities are times when students are invited to ‘take stock’, to search for meaning, to find a context for what they think, do and feel and what it means to be a part of a faith community.

"I have come that they may have life and have it abundantly” Jn 10:10

"Act justly, love tenderly and walk humbly with God” Micah 6:8
Religion & Society

KLA Team Leader: Mr Patrick Platt

Career Paths / Future Directions:
Business, Medical, Science, Teaching

Unit 2 – Ethics & Morality (Code: 12RET)

Description
This unit investigates behaviour; it involves reflection on what ‘right’ and ‘wrong’, ‘good’ and ‘bad’ mean when applied to human decisions. Ethics & Morality is particularly concerned with the justification for moral choices – the argument and reasoning behind them. In studying Ethics & Morality, students will be exposed to personal, community and global perspectives of ethical issues.

Outcomes
- Analyse the ideas and principles that are associated with ethics and moral decision making.

Outcomes (cont)
- Examine values of two or more religious traditions and the way in which these values are communicated.
- Evaluate contemporary ethical debates.

Assessment
- Test on Ethical Theory and Methodology
- Analysis task on the ethical stance of different religious traditions
- Evaluative essays on contemporary ethical issues
- End of year examination
Texts & Traditions

KLA Team Leader: Mr Patrick Platt

Career Paths / Future Directions:
Administration, Advertising, Communications, Community Development, Education, Journalism, Law, Marketing, Multimedia, Public Policy, Public Relations, Publishing, Research, Social Research, Theology

Unit 1 – Narrative Texts and Traditions (Code: TTE)

Description
This study enables students to develop an understanding of texts and their interpretation within the Jewish and Christian traditions. Sacred writings, mainly from the Hebrew scriptures and the writings of the early Christians, as well as other sources are also examined. Students read and study the stories which the writers of these texts told to enable them to make sense of their world and their relationship with God. The varieties of writing styles used in these texts are also examined.

Examples of the stories covered may include:
- The Creation
- Noah and the Flood
- Moses
- The Exodus
- The Gospels

Students also examine ways in which the stories of the gospels have been retold at different times. These include films, literature, art and music.

Description (cont)
These texts are read and examined within the historical, social, political and religious contexts in which they were written. Students are taught to read and understand these narratives and explore the historical development and the ways in which their message is shaped and communicated and remains relevant for the contemporary religious tradition.

This unit prepares students who wish to study Units 3 and 4 of Texts and Traditions.

Outcomes
At the completion of this unit students should be able to:
- Recognise and explain different literary forms and how they fit into the wider literary framework.
- Explain texts in light of the culture and times in which they were written.
- Describe later traditional and artistic understanding of the texts.

Assessment
- A variety of responses
- An end of year examination

Unit 3 – Texts and the early tradition (Code: TTT)

Description
This unit studies events, people and places associated with the origin and early development of Christianity. This unit begins an examination of Luke’s Gospel with specific reference to issues relating to the writing of the Gospel, ie authorship, purpose, audience, literary structure and major themes. Following on from this, students will undertake the development of an understanding of exegesis and its role in the interpretation of passages from Luke’s Gospel.

Outcomes
- Identification of the events, people and places associated with the early development of Christianity.
- Analyse issues relating to the writing of Luke’s Gospel, its literary structure and major themes.

Assessment – Unit 3 Coursework
- Short Answer Test
- Essays
- Exegetical Exercises

Unit 4 – Texts and their teachings (Code: TTT)

Description
This unit follows on from Unit 3 in further developing exegetical skills in the interpretation of passages from Luke’s Gospel. In association with this, students will examine significant religious ideas, beliefs and social themes (eg Eucharist, Women, Social Justice) that are evident in early Christianity with a particular focus on Luke’s Gospel. Further analysis of these ideas, beliefs and themes will then be undertaken as they came to be interpreted and reinterpreted in the later development of Christianity.

Outcomes
- Analyse a significant religious idea, belief or social theme (eg Eucharist, Women, Social Justice) in Luke’s Gospel and the Christian Scriptures and describe how this has been interpreted in Christianity through the ages.

Assessment – Unit 4 Coursework
- Essays
- Exegetical Exercises
- Short Reports

Units 3 and 4 Assessment
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination = 50%
**VCAL (Victorian Certificate of Applied Learning)**

**KLA Team Leader:** Mrs Janet Deller

**Career Paths / Future Directions:**
See 'VCAL Pathways for students' on pages 3 and 4 of this Handbook

### Personal Development Skills (Code: VCAL)

**Description**
Personal Development Skills units are designed to develop skills, knowledge and attitudes that lead to:
- environmental awareness
- commitment to, and achievement of, personal goals
- civil and civic responsibility

Students participate in projects related to their interests as well as taking part in externally delivered programs and community partnerships.

**Personal Development Skills (Foundation Units 1 and 2)**, **Personal Development Skills (Intermediate) Units 1 and 2** and **Personal Development Skills (Senior) Units 1 and 2** are offered

The two units at each level reflect a progression in skills, knowledge and attitude.

**Unit 1** focuses on development of organisation and planning skills, knowledge, practical skills, problems solving and interpersonal skills through participation in experiences of a practical nature relating to a personal, social, educational and/or community goal.

**Unit 2** focuses on the development of knowledge, skills, critical intelligence and interpersonal skills through participation in experiences of a practical nature relating to a health and physical wellbeing or community service goal.

**Assessment**
A range of assessment methods are used to verify successful completion of the learning outcomes of each VCAL unit. These may include:
- student self-assessment
- teacher observation
- reflective work journals
- student logbooks
- oral presentations
- written tasks
- discussion
- role-plays
- folios of tasks or investigations
- performing practical tasks
- application of information and communications technology including internet usage

### Work Related Skills (Code: VCAL)

**Description**
This subject focuses on employability skills and practice within work environments as a preparation for employment. Employability skills are those that reflect personal attributes valued by employers including motivation, adaptability, enthusiasm, relationship management and work ethics. Skills in occupational health and safety and environment are also considered essential work related skills.

**Work Related Skills (Foundation) Units 1 and 2**, **Work Related Skills (Intermediate) Units 1 and 2** and **Work Related Skills (Senior) Units 1 and 2** are offered

**Work Related Skills (Intermediate) Units 1 and 2**

**Description**
- Learn about conditions and entitlements of a specific industry
- Occupational Health and Safety
- Use of information and communications technology in the workplace
- Manage information and activities for a work related goal
- Identify and solve work related problems
- Teamwork to achieve a work related goal
- Work placement of at least ten days
VCAL Literacy

KLA Team Leader: Mrs Janet Deller

Career Paths / Future Directions:
See "VCAL Pathways for students" on page 3 and 4 of this handbook.

<table>
<thead>
<tr>
<th>Units</th>
<th>VCAL Certificate award level requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2 Foundation, Units 1 &amp; 2 Intermediate and Units 1 &amp; 2 Senior (Reading and Writing)</td>
<td>VCAL Literacy Skills Units are offered at all three levels:</td>
</tr>
</tbody>
</table>

**Description**
The VCAL Literacy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

**Purpose**
The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Literacy (reading, writing, speaking and listening) occurs in all these social contexts and different domains or areas of literacy practice correspond with the social contexts.

**Reading and Writing Units**

**Description**
In the Reading and Writing Units, the four literacy domains: literacy for self expression; literacy for practical purposes; literacy for knowledge, and literacy for public debate, provide a framework by which learners can become aware of the social context or areas of social practices in which they operate, the genres relevant to these social contexts and an applied 'real life' approach to literacy development which they can develop skills to use the genres effectively.

The purpose of Foundation Reading and Writing is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects. At this level, students often with support, use the writing process with an awareness of the purpose and audience of the text. In reading, students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details. At the end of the Foundation Reading and Writing Unit, students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

The purpose of Intermediate Reading and Writing is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the Intermediate Reading and Writing Unit learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

In both Intermediate and Senior Units, students will further develop their skills in the mechanics of writing, in particular, expression, punctuation and spelling. In addition, experience with proof-reading will assist students in their final written products.

The Senior Reading and Writing Unit focuses on developing skills for future pathways. The reading and writing unit at this level aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

At the end of the Senior Reading and Writing Unit learners will be able to read, comprehend and write a range of complex texts within a variety of contexts.

The purpose of Intermediate Reading and Writing is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the Intermediate Reading and Writing Unit learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

In both Intermediate and Senior Units, students will further develop their skills in the mechanics of writing, in particular, expression, punctuation and spelling. In addition, experience with proof-reading will assist students in their final written products.
VCAL Literacy (cont)

KLA Team Leader: Mrs Janet Deller

Career Paths / Future Directions:
See "VCAL Pathways for students” on page 3 of this handbook.

| Units 1 & 2 Foundation, Units 1 & 2 Intermediate and Units 1 & 2 Senior | (Code: VLIT) |

**Oral Communication Units**

The Oral Communication Units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The oral communication units reflect the theory that language use varies depending on the social context and purpose of the interaction, and uses this as its main organising principle. It identifies four primary purposes for oral communication which reflect the literacy domains and encompass a range of contexts for spoken interaction. These are:

- **Self expression**
- **Knowledge**
- **Practical Purposes**
- **Problem Solving and Exploring Issues**

The learning outcomes for the oral communication strand are based on typical spoken interactions used to fulfil these broad social purposes.

**Oracy for knowledge** focuses on spoken interactions involving presentations of information, principles, explanations and theories. The types of speech event most likely to occur in this domain include reports, talks, informative interviews, speeches, lectures, presentations and news broadcasts.

**Oracy for practical purposes** focuses on spoken interactions involving giving support, advice or expertise. The types of speech event most likely to occur in this domain include giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews.

**Oracy for exploring issues and problem solving** focuses on spoken interactions involving giving opinions, evidence and information and resolving issues. The types of speech event most likely to occur in this domain include public meetings, discussion, debates and meetings.

**Assessment**
A range of assessment methods are used to enable students to demonstrate competence in the learning outcomes. Assessment includes but is not restricted to:

- Student self assessment
- Teacher observation
- Reflective work journals
- Oral presentations
- Oral explanation of text
- Written text
- Physical demonstration of understanding of written or oral text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Performing practical tasks
- Peer assessment
The VCAL Numeracy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

Purpose
Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Numeracy and mathematics is used in all these social contexts.

VCAL Certificate Award Level Requirements:
There are three VCAL Numeracy Skills units offered: one at Foundation Level, one at Intermediate Level and one at Senior Level.

Each unit has a nominal duration of 100 hours.

Description:
The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

- **Numeracy for Personal Organisation** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for Interpreting Society** relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
- **Numeracy for Practical Purposes** addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematical skills related to the appreciation and application of shape and measurement.
- **Numeracy for Knowledge** is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

The mathematics areas of number; space and shape, data, measurement, and algebra are present within the above domains.

Assessment
A range of assessment options are used according to the needs of the learner group and the learning situation, eg in the workplace, assessment could be of observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

A folio of evidence could be collected through a combination of the following:
- records of teacher observations of students’ activities, oral presentations, practical tasks, etc.
- samples of students’ written work
- written reports of investigations or problem solving activities
- student self assessment sheets, reflections, or journal entries
- pictures, diagrams, models created by students

Traditional test based assessments are not appropriate strategies for assessing VCAL units.
Visual Communication Design

KLA Team Leader: Mr Tony Chalhoub

Career Paths / Future Directions:

Unit 1 – Introduction to Visual Communication Design (Code: VCE)

Description
The purpose of this unit is to enable students to focus 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 practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Outcomes
- Create drawings for different purposes using a range of drawing methods, media and materials.

Outcomes (cont)
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Describe how a visual communication has been influenced by past and contemporary practices and by social and cultural factors.

Assessment
- Instrumental Drawing Folio
- Design Folio
- Analysis of Design - Theory
- Semester Examination

Unit 2 – Application of Visual Communication Design (Code: VCE)

Description
The purpose of 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.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engaged in the stages of research, generation of ideas and development of concepts to create visual communications.

Outcomes
- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Manipulate type and images to create visual communication suitable for print and screen-based presentations, taking into account copyright.
- Apply the stages of the design process to create a visual communication appropriate to a given brief.

Assessment
- Instrumental Drawing Folio
- Promotional Design Folio
- Design Process Folio
- Semester Examination
Visual Communication Design (cont)

Unit 3 – Design Thinking and Practice (Code: VCT)

Description
The purpose of this unit is to gain an understanding of the process designers employ to structure their thinking and communication ideas with clients, target audiences, other designers and specialists.

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of ideas and apply design thinking strategies to organise and evaluation their ideas.

Outcomes
- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment
- Design Folio – Visual Communication Design
- Design Practices in Visual Communication
- Design Brief and Design Process

Unit 4 – Designing Development and Presentation (Code: VCT)

Description
The purpose of this unit is to enable the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Students will continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

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

Assessment
- Design Folio – comprising Outcomes 1 and 2
- Oral presentation/ or written report
- Examination

Units 3 and 4 Assessment
Unit 3 Coursework = 20%
Unit 4 Coursework = 5%
School-Assessed Task (SAT) = 40%
Examination = 35%
Students undertaking Year 11 in 2013
Subject Selection

Note: This is a sample form only. You will need to enter your selections via the internet.

STUDENT NAME: ____________________________ STUDENT NO: ___________ HRM: ________

1. English Units 1 & 2
   English Literature Units 1 & 2
   VCAL Foundation Literacy Units 1 & 2
   VCAL Intermediate Literacy Units 1 & 2

   You must make your selection in order of preference.

2. Texts & Traditions Units 3 & 4
   Texts & Traditions Unit 1
   Religion & Society Unit 2 (Ethics)
   Religion & Society Units 3 & 4
   Students who select Texts & Traditions Units 3 & 4 have to select "Study Period 'T & T'" as preference number 7.
   Include your Unit 3 & 4 sequence if you have applied for it.
   Students who select VCAL have to select "Study Period 'VCAL'" as preference number 7.

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. Homeroom – Year 11
   Students who select Texts & Traditions Units 3 & 4 have to select "Study Period 'T & T'" as preference number 7.
   Include your Unit 3 & 4 sequence if you have applied for it.
   Students who select VCAL have to select "Study Period 'VCAL'" as preference number 7.

9. Assembly Period – Year 11

ALTERNATIVES

10. ____________________________

11. ____________________________

Signature of Subject Advisor: ____________________________ Date: ____________________________
### Students undertaking Year 12 in 2013
### Subject Selection

Note: This is a sample form only. You will need to enter your selections via the internet.

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>STUDENT NO:</th>
<th>HOMEROOM:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.  
   - English 3 & 4
   - English Literature 3 & 4
   - VCAL Senior Literacy 1 & 2

2.  
   - Religious Education
     School Based R.E.
     - Texts & Traditions 3 & 4

3.  

4.  

5.  

6.  

7.  
   Study Period – Year 12

8.  
   Homeroom – Year 12

9.  
   Assembly Period – Year 12

**ALTERNATIVES**

10.  

11.  

Application for Year 11 Student to Study VCE Units 3/4

NAME: ________________________________

UNIT 3 & 4 SUBJECT: 1. ________________________________

UNIT 1 & 2 SUBJECTS: 2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

6. ________________________________

In completing this application, students need to discuss this option in detail with the appropriate Year 10 Subject Teacher and the KLA Team Leader.

Reason(s) you wish to study a 3/4 sequence in Year 11:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

YEAR 10 SUBJECT TEACHERS RECOMMENDATIONS

Unit 3 / 4 Subject Name: ________________________________

Comments: __________________________________________
________________________________________________________________________
________________________________________________________________________

Subject Teacher’s Signature: ________________________________

SUPPORTING MATERIAL

• Please include a letter from your parents/guardians in support of this application.

STUDENTS SHOULD NOTE THE FOLLOWING:

• Each application will be considered individually.
• Where class size is an issue, Year 12 student choices will take preference.
• Application will only be considered when all supporting material is supplied.
• A panel has been formed to decide the success of each application. Each student will need a preliminary interview with the panel.

Student Signature: __________________________________________

Parent Signature: __________________________________________

Date: __________________________________________

Applications due to Mrs Pascalis by recess Tuesday, 14 August 2012.
Studies undertaken outside CLC

| NAME: ______________________________ | YEAR LEVEL: __________ | HOME ROOM: __________ |

To be completed by external provider:

Name of Study:

<table>
<thead>
<tr>
<th>Semester(s):</th>
<th>Year:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit Number(s):</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Institution/Provider:</th>
<th>Provider Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Person:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Telephone:</th>
</tr>
</thead>
</table>

Name of teacher undertaking the study:

Stamp or Signature of Enrolment Officer:

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Parent Signature:</th>
</tr>
</thead>
</table>

DATE: _______ / _____ / _______

Deputy Principal Learning and Teaching Signature: ____________________________ Date: _______ / _____ / _______

Note: This form is condensed version. Coloured forms can be obtained from the Senior Years Leader.

It is important to inform the Senior Years Leader if a student interrupts studies undertaken outside Catholic Ladies’ College.