Explore unlimited possibilities.

Course Guide 2020
Explore unlimited possibilities.

How to use this guide

You can read this Course Guide page by page by clicking on the navigation bar arrows along the bottom of the screen to advance forward or backward or jump ahead to different sections using the side menu, section menus and hyperlink icons.

The Home page allows you to see an overview of the whole guide at once and by clicking items in this interactive menu you can skip ahead to any section.

The Summary of VCE Units overview page features a linked menu which allows you to click on the subject name and jump to its full description.

On each of the subject descriptor pages you can click on the Job Cluster headings which will take you back to the Job Cluster definition page.

This Handbook has been compiled from the VCAA Study Designs. Students can access the full VCAA Study Designs for all VCE units via www.vcaa.vic.edu.au or can find hard copies in the Resource Centre.
We believe in an inspired future, designed by YOU.

A beautiful and exciting future where young women can be entrepreneurs, innovators, trend setters, leaders, teachers, performers, artists, explorers and more. A future where YOU can be who YOU want to be. We think that looks, sounds and feels exhilaratingly beautiful.

This is your chance to choose your own adventure and curate the journey you dream to create. The choices you make now as you transition into your senior years, will help open up an endless list of possibilities, for you to explore, grow your self and be challenged.

This Interactive Senior Pathways Guide has been crafted to inspire and encourage young women like you, to help shape a positive and exciting future for all.

Now is the time to be curious about who you wish to become. From this curiosity we invite you to create a list of questions to be answered, so you can begin to create clarity for your vision.

We support and encourage open and robust conversations to seek these answers and advice from family, friends, teachers and career advisors. While you may be aware of your own strengths, this is an opportunity to be open to discover attributes others notice in you. With this knowledge you can begin to craft a plan that embraces, and enables your strengths, and skills, while being open to challenge other areas of your learning.

No matter what tomorrow holds, these are the steps you can take today, towards an exciting and passionate new world beyond Year 12.

We believe you deserve to feel excited as you embrace the possibilities to confidently shape your future.

Georgia Heffernan
Deputy Principal Learning & Teaching
HOME

INTRODUCTION
Mission, vision and purpose
How to use this guide

SENIOR PATHWAYS
VCE: The Victorian Certificate of Education
Planning a VCE Program
Year 11
Year 12
Assessment
External VCE Studies
Careers and tertiary courses
Open days

VCE SUBJECT SELECTION PROCESS
Subject selection timeline
Subjects offered at CLC in 2020
FYA Job clusters

GLOSSARY

CLC CONTACTS

VCE STUDIES
Arts and Technology
English
Health and Physical Education
Humanities
Languages
Mathematics
Performing Arts
Religious Education
Science

VCAL STUDIES
VCAL: The Victorian Certificate of Applied Learning
VCAL: Personal Development Skills Strand
VCAL: Work Related Skills Strand
VCAL: Literacy Strand
VCAL: Numeracy Strand

VET STUDIES
Applied Fashion Design and Technology Certificate II
Business Certificate II
Music Industry Certificate III
Sport and Recreation Certificate III
At Catholic Ladies’ College, ours is a story of unlimited possibilities. It is a story of empowerment, inspiration and opportunity.

MISSION
To educate, in partnership with parents, women of faith, integrity, individuality and compassion

VISION
To inspire young women to realise their personal excellence and confidently shape their future

PURPOSE
We create opportunities for young women to achieve and champion justice in the global community

Catholic Ladies’ College provides a diverse and stimulating curriculum. The College aims 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. 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 Student Wellbeing Program and a range of Senior Leadership experiences and opportunities.

At the Senior level students have a choice of completing one of the following certificates:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on ‘hands-on learning’.
VCE: THE VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is a state-wide certificate that students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at University or TAFE and to employment.

The VCE is made up of a number of studies, each of which is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4 and is of semester length.

Students will complete Units 1 and/or 2 of a VCE study in Year 11. Units 3 and 4 of a VCE study are undertaken in Year 12. Students must complete both Units 3 & 4 of a study.

To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:

1. At least three units from the English group, two of which must be a Unit 3 & 4 sequence;

2. An additional three Unit 3 & 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met. This may also include VET 3 & 4 sequences.

PLANNING A VCE PROGRAM

When selecting a VCE course, particularly Units 1 & 2, students may experiment a little and try different subjects. However, students need to be aware that certain Unit 3 & 4 subjects cannot be selected in the following year without the completion of Units 1 & 2.

In addition, students must be aware that choosing too wide a range of subjects increases the likelihood of timetable clashes.

When making their subject selections, it is important for students to look at the detail of individual University and TAFE courses. Students must consult the VTAC Guide (www.vtac.edu.au) and the VICTER 2019 which lists Tertiary prerequisites for the year in which students will enter University or TAFE.

For further information please make an appointment with the Careers & VET Coordinator.
Senior Pathways

YEAR 11

It is a College requirement that all Year 11 students undertake:

- English or English Literature Units 1 & 2
- Five other Unit 1 & 2 studies
- Year 11 Religious Education

Students who satisfy the set criteria can apply to take one Unit 3 & 4 sequence in place of one of the Unit 1 & 2 studies (see section Students interested in studying a Unit 3 & 4 sequence in Year 11).

There are no subject prerequisites for entry into Units 1 & 2, except for Languages.

Studying a Unit 3 & 4 sequence in Year 11

Year 11 students interested in this option should collect the appropriate application form from the Administration Office, a copy of which is included in this Handbook. Students will be required to meet the criteria set out in the application form and will be asked to attend an interview with a staff panel which has been formed to decide the success of each application. The application form should be returned with the Year 11 initial subject selection form.

Students are advised to be flexible in their choice of a Unit 3 & 4 subject and are reminded of the benefits of undertaking tertiary prerequisite subjects within their Year 12 program. Students are strongly encouraged to discuss this option with their Year 10 subject teacher and the appropriate KLA Team Leader. Where class size is an issue, Year 12 student choices will take preference.

All students who undertake a Unit 3 & 4 in Year 11 are expected to take a full load (five subjects) at the Year 12 level the following year.

YEAR 12

It is a College requirement that all Year 12 students undertake a full VCE program, which usually consists of:

- English or English Literature Units 3 & 4;
- Four other Unit 3 & 4 sequences;
- Year 12 Religious Education.

All students who undertake a Unit 3 & 4 subject in Year 11 will not be allowed to take less than the Year 12 College requirements unless medical and/or other evidence is produced that demonstrates that the student will be otherwise unable to successfully complete the VCE. An interview with the Deputy Principal Learning and Teaching, the student and her parents will be organised to discuss the situation.

Subject prerequisites for Units 3 & 4

There are no prerequisites for entry into Units 3 & 4, except for Languages. 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.
ASSESSMENT

SATISFACTORY COMPLETION OF UNITS 1 – 4

A student will receive an:

- S for *Satisfactorily* completed
- N for *Not Satisfactorily* completed

for each Unit depending on whether or not they have satisfactorily completed the outcomes of the Unit.

LEVEL OF PERFORMANCE IN UNITS 1 & 2

In Units 1 & 2 there will be graded Assessment Tasks and grades for these tasks will be included on student reports. However, they will not be included in the official statement of results from the VCAA. This statement will show S and N results only.

LEVEL OF PERFORMANCE IN UNITS 3 & 4

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.

GENERAL ACHIEVEMENT TEST (GAT)

All students who are studying a VCE Unit 3 & 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, the Arts and Social Sciences. GAT results are used in a number of ways by the Victorian Curriculum and Assessment Authority (VCAA), one of which is to monitor school based assessment.

UNITS 3 & 4: 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 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 Units 3 & 4 or English Literature Units 3 & 4 or English Language Units 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.
Senior Pathways

EXTERNAL VCE STUDIES

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. A student must:

1. Obtain a separate form from the VCE Coordinator.
2. Complete the enrolment process of the provider (paperwork, fee payment if applicable).
3. Return the form to the Administration Office.

CAREERS AND TERTIARY COURSES

All students are invited to make appointments with the Careers & VET Coordinator, Ms Annette Kilsby, to discuss Course and Career options and subject selection and to use the many Careers resources located in the Resource Centre:

- www.gooduniversitiesguide.com.au
  this site allows exploration of courses, plus it links to the Good Careers Guide as well.
- www.myfuture.edu.au
  this site provides the information about jobs. Go to ‘The Facts’. It also has links to job prospects and shows the expected demand in different industries. Students do need to set up and account (free) for this site.
- www.youthcentral.vic.gov.au
  a good website to explore many aspects of working/careers including a link to check award wages.
- University and TAFE Course Guides.

OPEN DAYS

Most Universities and TAFEs have Open Days 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.
## SUBJECT SELECTION TIMELINE

Students entering Year 11 in 2020

<table>
<thead>
<tr>
<th>2019 DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRIDAY 21 JUNE</td>
<td>Year 10 AGAT Testing</td>
</tr>
<tr>
<td>Period 4</td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY 26 JUNE</td>
<td>‘The Future is Yours’ Careers Day</td>
</tr>
<tr>
<td>THURSDAY 18 JULY</td>
<td>Parent/Teacher Interviews</td>
</tr>
<tr>
<td>WEDNESDAY 7 AUGUST</td>
<td>‘Futures Expo’ for parents and students</td>
</tr>
<tr>
<td>6pm to 8pm</td>
<td></td>
</tr>
<tr>
<td>THURSDAY 8 AUGUST</td>
<td>Year 11 and Year 12 2020 commencement date for entering subject selection</td>
</tr>
<tr>
<td>WEDNESDAY 14 AUGUST</td>
<td>Year 11 and Year 12 2020 final date for entering subject selection</td>
</tr>
<tr>
<td>THURSDAY 15 AUGUST</td>
<td>Final day to return signed subject selection receipt to Homeroom teachers</td>
</tr>
<tr>
<td>WEEK BEGINNING MONDAY 19 AUGUST</td>
<td>Year 11 2020 interviews for students that applied for a Unit 3 &amp; 4 subject</td>
</tr>
</tbody>
</table>
## VCE Subject Selection Process

### SUBJECCTS OFFERED AT CLC IN 2020

Students are encouraged to speak to subject teachers for specific subject advice. All students will be interviewed before their final subject selection is submitted.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNITS 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS &amp; TECHNOLOGY</td>
<td>Food Studies</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>English</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>Health and Human Development</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>Accounting</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Australian and Global Politics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>German</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Indonesian</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>General Mathematics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Further Mathematics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>PERFORMING ARTS</td>
<td>Drama</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>Religion and Society</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Biology</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>VCE VET CERTIFICATES</td>
<td>Applied Fashion Design</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>and Technology Cert III</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Business Cert II</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Music Industry Cert III</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation Cert III</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>VCAL</td>
<td>Personal Development Skills</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Work Related Skills</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

VCE UNITS OVERVIEW > SELECTION TIMELINE
# FYA Job clusters

Students can also view subjects through the lens of job clusters as identified by the Foundation of Young Australians, FYA. This enables students to consider which skills best prepare them for the type of job they may wish to pursue in the future, remembering it is likely they will have many jobs but a core set of skills and capabilities. Again, each subject has listed the major clusters for which they are preparing students to participate.

<table>
<thead>
<tr>
<th>JOB CLUSTER</th>
<th>COMPRIS ES JOBS THAT...</th>
<th>OCCUPATIONS CURRENTLY IN THIS JOB CLUSTER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE GENERATORS</td>
<td>... require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.</td>
<td>Total occupations: 65 Sales representatives, retail supervisors, cafe managers, hotel managers, bank managers, entertainers, interpreters and airline ground crew. RELATED INDUSTRIES: Tourism, Retail &amp; Wholesale trade, Accommodation &amp; Food services, and Arts &amp; Recreation services.</td>
</tr>
<tr>
<td>THE ARTISANS</td>
<td>... require skill in manual tasks related to construction, production, maintenance or technical customer service.</td>
<td>Total occupations: 118 Machinery operators, landscape gardeners, electricians, crop &amp; livestock farm workers, plumbers, and carpenters. RELATED INDUSTRIES: Construction, Agriculture, Mining, Manufacturing, Utilities and Logistics.</td>
</tr>
<tr>
<td>THE CARERS</td>
<td>... seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.</td>
<td>Total occupations: 131 GPs, social workers, childcare workers, fitness instructors, surgeons, counsellors and beauty therapists. RELATED INDUSTRIES: Health Care &amp; Social Assistance</td>
</tr>
<tr>
<td>THE COORDINATORS</td>
<td>... involve repetitive administrative and behind-the-scenes process or service tasks.</td>
<td>Total occupations: 59 Bookkeepers, printers, fast food cooks, bus drivers, furniture removalists, law clerks, receptionists and car park attendants. RELATED INDUSTRIES: Administrative services and Logistics.</td>
</tr>
<tr>
<td>THE DESIGNERS</td>
<td>... involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.</td>
<td>Total occupations: 70 Architects, electrical engineers, clothing patternmakers, food technologists, building inspectors, product testers, industrial engineers, geologists and draftspersons. RELATED INDUSTRIES: Architectural, Engineering &amp; Technical services.</td>
</tr>
<tr>
<td>THE INFORMERS</td>
<td>... involve professionals providing information, education or business services.</td>
<td>Total occupations: 142 School teachers, economists, intelligence officers, accountants, analysts, solicitors, organisational psychologists, curators, and HR advisers. RELATED INDUSTRIES: Professional, Scientific &amp; Technical services and Education &amp; Training.</td>
</tr>
<tr>
<td>THE TECHNOLOGISTS</td>
<td>... require skilled understanding and manipulation of digital technology.</td>
<td>Total occupations: 10 Programmers, software engineers, database administrators, web designers and ICT business analysts. RELATED INDUSTRIES: Computer System Design &amp; related services and Information Media &amp; Telecommunication services.</td>
</tr>
</tbody>
</table>
VCE Studies

Opportunity to express creativity.
Food Studies

UNIT 1
Food Origins
Focusing on food from historical and cultural perspectives, Students investigate the origins and roles of food through time and across the world.

Area of study 1: Food around the world
Students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world.

Area of study 2: Food in Australia
Students focus on the history and culture of food in Australia. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend their research into a selected cuisine brought by migrants.

UNIT 2
Food Makers
Students investigate food systems in contemporary Australia.

Area of study 1: Food industries
Students focus on commercial food production in Australia. They investigate new food product development and innovation. Students undertake a practical component, creating new food products using design briefs.

Area of study 2: Food in the home
Students further explore food production, focusing on domestic and small-scale food production. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

UNIT 3
Food Daily Life
Area of study 1: The science of food
Students investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination.

Area of study 2: Food choice, health and wellbeing
Students focus on patterns of eating in Australia and the influences on the food we eat. Students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

UNIT 4
Food Issues, Challenges and Futures
Area of study 1: Environment and ethics
Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources.

Area of study 2: Navigating food information
Students focus on food information and misinformation and the development of food knowledge, skills and habits.

CONTRIBUTIONS TO THE STUDY SCORE
> Unit 3 School-assessed coursework: 30%
> Unit 4 School-assessed coursework: 30%
> Written examination: 40%
Media challenges my view of the world by exposing me to different forms of media – from film, photography, print, podcast and social media. We analyse how films are constructed (lighting, camera, acting etc) and draw inspiration from them to create our own Media piece.

UNIT 1
Representation and Technologies of representation
Media has a highly practical focus and allows students to specialise. Students learn to construct media representations with cameras, software, devices and emerging technologies. The subject allows for development in:

- filmmaking (short, feature, trailer, advert, YouTube)
- photography (cinematography, photojournalism, artistic)
- animation (flash, blender, stop-motion)
- 2D/3D modelling/design (Photoshop, Illustrator, InDesign)
- App and game development (Unity)
- publishing (news, magazine, blogging, YouTube)
- sound recording.

The subject is built around analysis of a multitude of media including film, streaming television, photography, advertising, journalism, public relations and radio to enable students to develop an understanding of the relationship between the media, technology and its representations. Students develop 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.

UNIT 2
Media Production and the Media Industry
Students will develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through 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.

UNIT 3
Narrative and Media Production Design
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.

UNIT 4
Media Process, Social Values and Media Influence
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.

CONTRIBUTIONS TO THE STUDY SCORE
- Media exercises, design plan, production and process 35%
- Social Values Report 6%
- Media Influence Report 6%
- Examination 45%
Studio Art allows me to develop my creativity by exploring different ideas and experimenting with a wide range of mediums and techniques. I have gained a deeper understanding of how and why artists create their work and have enjoyed viewing art in gallery settings.
Visual Communication and Design

UNIT 1
Introduction to Visual Communication Design
Students focus on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation 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 students explore the relationship between design elements and principles that affect the visual message and the way information and ideas are 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.

UNIT 2
Applications of Visual Communication within design fields
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 and 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 and how images and type can be manipulated to communicate ideas and concepts in different ways. 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.

UNIT 3
Visual Communication design practices
Students 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 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 establish a client brief and apply design thinking skills through the design process. They identify two distinctly different needs of that client and the relevant target audience, context and constraints. A variety of historical and contemporary design is considered by students as starting points for investigation and inspiration for their own work.

UNIT 4
Design development, evaluation and presentation
Students continue the design process by refining concepts using a range of 2 and 3D methods, media and materials. They investigate how the application of design elements and principles creates different communication messages with their target audience. Students develop an understanding of the iterative nature of the design process with ongoing reflection and evaluation of design solutions. Students refine and present two visual communications within the parameters of the brief and devise a pitch to communicate their design thinking to the client.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed Coursework 20%
- Unit 4 School-assessed Coursework 5%
- School-Assessed Task (SAT) 40%
- Examination 35%
UNIT 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

UNIT 2

Students compare the presentation of ideas, issues and themes in two texts. They will explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students will analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

UNIT 3

Area of study 1: Reading and creating texts
Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students examine the ways in which readers are invited to respond to texts. Students prepare sustained analytical interpretations and creative responses to selected texts.

Area of study 2: Analysing argument
Students analyse and compare the use of argument and language in texts that debate a topical issue. Students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments.

UNIT 4

Area of study 1: Reading and comparing texts
Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

Area of study 2: Presenting argument
Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue. This area of study focuses on the construction of persuasive texts. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue. Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument.

CONTRIBUTIONS TO THE STUDY SCORE

- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%
UNIT 1

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

Area of study 1: Reading practices
Area of study 2: Ideas and concerns in texts

UNIT 2

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

Area of study 1: The text, the reader and their contexts
Area of study 2: Exploring connections between texts

UNIT 3

Form and Transformation
Area of study 1: Adaptations and transformations
Students focus on how the form of text contributes to the meaning of the text.

Area of study 2: Creative responses to texts
Students focus on the imaginative techniques used for creating and recreating a literary work. Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

UNIT 4

Interpreting Texts
Area of study 1: Literary perspectives
Students focus on how different readings of texts may reflect the views and values of both writer and reader. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas and develop their own response to a text.

Area of study 2: Close analysis
Students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.

CONTRIBUTIONS TO THE STUDY SCORE

- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%

Literature encourages open discussion and collaboration in order to obtain skills which allow us to understand and respond to texts. The subject provides a unique environment in which we can develop our skills and our own opinions, which we find greatly beneficial and enjoyable.
VCE Studies

Health and Human Development

UNIT 1
Understanding Health and Wellbeing
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.

UNIT 2
Managing Health and Development
This unit focuses on the lifespan stages of prenatal 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.

UNIT 3
Australia’s Health in a Globalised World
Students will consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO) and evaluate the variations in the health status of Australians. A look at various public health approaches and the interdependence of different models is researched to make health improvements and evaluate successful programs.

UNIT 4
Health and Human Development in a Global Context
Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students look at global action to improve health, wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program.

CONTRIBUTIONS TO THE STUDY SCORE
> Unit 3 School-assessed coursework: 25%
> Unit 4 School-assessed coursework: 25%
> End of year examination: 50%
UNIT 1
The Human Body in Motion
Students explore how musculoskeletal and cardiorespiratory systems work together to produce movement and the relationships between the body systems and physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT 2
Physical Activity, Sport and Society
Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Students investigate how participation in physical activity varies across the lifespan and explore a range of factors that influence participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour and create an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

UNIT 3
Movement skills and energy for physical activity
Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4
Training to improve performance
Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%
VCE Studies

Accounting

UNIT 1
Role of Accounting in business
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. Additionally, students record financial data and prepare reports for service businesses owned by sole proprietors.

UNIT 2
Accounting and decision-making for a trading business
In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

UNIT 3
Financial accounting for a trading business
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.

UNIT 4
Recording, reporting, budgeting and decision-making
In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%

Accounting is a unique subject because you deal with real-life financial situations, and the exercises can be quite rewarding when you realise all your numbers add up.
Australian and Global Politics

UNIT 1
Ideas, Actors and Power
Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Area of study 1: Power and Ideas
Area of study 2: Political Actors and Power

UNIT 2
Global Connections
Students are introduced to the global community and the global actors that are part of this community. Students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Area of study 1: Global Links
Area of study 2: Global Cooperation and Conflict

UNIT 3
Global Actors
Students investigate the key global actors in 21st century global politics. They use contemporary evidence within the last ten years, to analyse the key global actors and their aims, roles and power. They examine concepts of national interest and power as they relate to the state and the way in which one Asia-Pacific state, China, uses power within the region to achieve its objectives. Global actors could include international institutions of global governance, for example the United Nations and transnational corporations (TNCs), for example Nike or Apple.

Area of study 1: Global Actors
Area of study 2: Power in the Asia-Pacific Region

UNIT 4
Global Challenges
Students investigate key global challenges facing the international community in the 21st century. They analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship (areas could include: human rights, people movement, development, arms control and disarmament). Students also explore the context and causes of global crises (areas could include: climate change, armed conflict, terrorism or economic instability).

Area of study 1: Ethical Issues and Debates
Area of study 2: Global Crises

CONTRIBUTIONS TO THE STUDY SCORE
> Unit 3 School-assessed coursework: 25%
> Unit 4 School-assessed coursework: 25%
> End of year examination: 50%

Global politics has allowed me to better understand the global community, the structures and reasoning behind particular decisions. I can now confidently engage in the world of politics.
I’ve really enjoyed Business Management because it’s all based on the real world. I’ve learnt about many aspects of business including marketing, staffing and operations, and I know that this knowledge will help me in whatever career path I chose.
Geography has provided me with the opportunity to discuss issues which face our world today, not only the issues that are discussed in our textbook but current events and the state of the world. It provides an insight into what is occurring in our world and an in depth view of issues facing the global community.

**Geography**

UNIT 1

**Hazards and Disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards can be geological (earthquakes, etc.), hydro-meteorological (floods, bushfire, etc.), biological (HIV/AIDS, malaria, etc.) or technological (oils spills, radiation leaks, etc.).

Students will undertake fieldwork to a destination, such as Kinglake, relating to the type of hazard selected for study.

UNIT 2

**Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments. It will include a study of tourist destinations beyond Australia and the story of tourism to the Great Ocean Road and the Otway’s region of Victoria.

Students will undertake fieldwork to a tourist destination – the Otway Ranges and the Great Ocean Road.

"
UNIT 1
Twentieth Century History (1918 – 1939)
Students explore the nature of political, social and cultural change in the period between the world wars. The period after World War I was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes. Students explore the events, ideologies and movements of the period after World War I; the emergence of conflict; and the causes of World War II. Students focus on social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

UNIT 2
Twentieth Century History (1945 – 2000)
Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the Twentieth Century. The second half of the Twentieth Century also saw a rise of social movements that challenged existing values and traditions, such as civil rights movement, feminism and environmental movements. Students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effect on people, groups and nations and the reasons for the end of this sustained period of ideological conflict. Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945-2000. Students explore the causes of significant political and social events and movements and their consequences for nations and people.

UNIT 3 & 4
Revolutions
Students investigate the significant historical causes and consequences of political revolution. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Area of study 1: Causes of Revolution
In this area of study students analyse the long-term causes and short-term triggers of revolution.

Area of study 2: Consequences of Revolution
In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative and evaluate the extent to which the revolution brought change to the lives of people.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%
The content I have learnt in Legal Studies has engaged me as it encourages discussions about our society and crime. The subject allows you to analyse real life cases which is both informative and engaging. Legal Studies has given me the opportunity to understand the justice system and be a more informed citizen.

UNIT 1
Guilt and Liability
This study focuses on developing an understanding of legal foundations, such as different types and sources of law and the existence of a court hierarchy in Victoria. It investigates key concepts of criminal law and civil law and applying these to actual and/or hypothetical scenarios to determine whether and accused may be found guilty of a crime or liable in a civil dispute. It develops an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused and the liability of a party in civil dispute.

UNIT 2
Sanctions, Remedies and Rights
This study focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. It also investigates two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.

UNIT 3
Rights and Justice
In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system, and discuss recent reforms to the legal system.

UNIT 4
The People and the Law
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State Parliaments and protects the Australian people through structures that act as a check on Parliament in law making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate Parliament and the courts, and the relationship between the two in law making and consider the roles of the individual, the media and law reform bodies in influencing law reform.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination: 50%
VCE Studies

German

VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

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’, ‘The German-speaking Communities’ and ‘The World Around Us’.

The areas of study include interpersonal communication, interpretive communication, and presentational communication, where 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.

Students selecting Languages (German) Units 3 & 4 should have completed Units 1 & 2 of the language and gained a good pass.

A language other than English is a useful additional skill for many subject areas, including English, Science, Music and Engineering.

CONTRIBUTIONS TO THE STUDY SCORE

> Unit 3 School-assessed coursework: 25%
> Unit 4 School-assessed coursework: 25%
> End of year examinations: 50%
> One oral – 12.5%; one written – 37.5%

Not only does this class teach us the German language, it also allows us to be immersed in foreign culture which could then lead to opportunities abroad. We enjoy going on engaging excursions, which allows us to use the skills we have learnt in class. Although the content is at times challenging, the experience is really rewarding.
VCE Indonesian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

**CONTRIBUTIONS TO THE STUDY SCORE**

- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examinations: 50%
- One oral – 12.5%; one written – 37.5%

I have thoroughly enjoyed studying Indonesian, as I like learning about the differences between people across the world. Although studying a second language requires a lot of time, focus and concentration, the teachers provide support through our learning journey, which made it a very rewarding subject.
**Italian**

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

**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 World Around Us’.

The areas of study include interpersonal communication, interpretive communication, and presentational communication, where 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.

Students selecting Languages (Italian) should have completed study of that language in Years 7-10 and gained a good pass at Year 10 level.

Students selecting Languages (Italian) Units 3 & 4 should have completed Units 1 & 2 of the language and gained a good pass.

A language other than English is a useful additional skill for many subject areas, including English, Science, Music, Engineering, Law, Health and Social Care.

**CONTRIBUTIONS TO THE STUDY SCORE**

- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examinations: 50%
  - One oral – 12.5%; one written – 37.5%
### General Mathematics

**UNIT 1 & 2**

This course is made up of six areas of study as follows:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and geometry
- Graphs of Linear and Non-linear relations
- Statistics

*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 & 2 Mathematics is required for Primary Teaching.*

### Further Mathematics

**UNIT 3 & 4**

This course is made up of two areas of study:

**Area of study 1 – Unit 3**

Data analysis and recursion and financial modelling

**Area of study 2 – Unit 4**

Applications (CHOOSE 2 FROM):

- Geometry and Measurement
- Graphs and Relations
- Matrices
- Networks and Decision Mathematics

*Students undertaking Further Mathematics Units 3 & 4, require a completion of Units 1 & 2 Mathematics, excluding Foundation Maths.*

### CONTRIBUTIONS TO THE STUDY SCORE

- Unit 3 School-assessed Coursework (Application Task and Modelling and Problem Solving Task 1) 20%
- Unit 4 School-assessed Coursework (Modelling and Problem Solving Task 2 & 3) 14%
- Written Examination 1 33%
- Written Examination 2 (CAS calculator and one bound reference permitted in course work and Examinations 1 & 2) 33%
**Mathematical Methods**

**UNIT 1 & 2**

There are four areas of study. They are:
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

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

**UNIT 3 & 4**

A fully prescribed course of four areas of study. They are:
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

**CONTRIBUTIONS TO THE STUDY SCORE**

- Unit 3 School-assessed Coursework (Application Task) 17%
- Unit 4 School-assessed Coursework (Modelling and Problem Solving Task 1 & 2) 17%
- Written Examination 1 (No calculators or notes permitted in Examination 1) 22%
- Written Examination 2 (CAS calculator and one bound reference permitted in Examination 2) 44%

We expanded our knowledge and learned how to solve problems. Doing Mathematical Methods was the turning point of my CLC journey. The differentiated learning provided to us has really made us discover that there is no limit to our mathematical potential.
The Designers
The Informers
The Technologists

VCE Studies

Specialist Mathematics

UNIT 1 & 2

There are six areas of study and two prescribed topics per unit from: Number systems and recurrence; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.

Areas of study:
- Arithmetic and number
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Algebra and structure
- Discrete mathematics
- Statistics

Students selecting Unit 3 & 4 Specialist Mathematics should have completed four Units of Mathematics at Year 11.

They also need to complete Mathematical Methods Units 3 & 4, a prerequisite being that the student has completed Mathematical Methods Units 1 & 2. It is necessary as preparation for Specialist Mathematics Units 3 & 4, but is also useful as a good foundation for Mathematical Methods Units 3 & 4. It focuses on algebraic applications and analysis.

UNIT 3 & 4

A fully prescribed course of six areas of study:
- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed Coursework (Application Task) 17%
- Unit 4 School-assessed Coursework (Modelling and Problem Solving Task 1 & 2) 17%
- Written Examination 1 22%
- Written Examination 2 (CAS calculator and one bound reference permitted in Examination 2) 44%

This course has an emphasis on algebraic applications and analysis and is directed towards tertiary courses in Mathematics, Engineering and Physical Sciences.

This is the maximum fun I’ve had learning about mathematics. We have done a series of sequential learning, and I could never have imagined that learning about complex mathematics could be so exciting.
Drama has enabled me to develop skills that are beneficial in both the performance world as well as real life. It has allowed me to express myself and become a more confident person.

**Drama**

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 1**

**Introducing Performance Styles**
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 performance styles and examine drama traditions of ritual and storytelling from a range of social, historical and cultural contexts.

**UNIT 2**

**Australian Identity**
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.

**UNIT 3**

**Devised Ensemble Performance**
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.

**UNIT 4**

**Devised Solo Performance**
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.

**CONTRIBUTIONS TO THE STUDY SCORE**
- Unit 3 & 4 School-assessed coursework: 40%
- Performance examination: 35%
- Written examination: 25%
Music Performance

UNIT 1 & 2

Music Performance is designed to develop both practical and theoretical skills through a wide range of activities. It is recommended that you have at least three years experience on a selected instrument or voice before entering Unit 1.

In Unit 1 & 2, students focus largely on building and developing performance and music language skills. Students present performances of both group and solo music works and they study the work of other performers and explore strategies to optimize their own performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges.

Students study aural, theory and analysis concepts to develop their music language skills and apply this knowledge when preparing and presenting performances.

In Unit 2, students also devise an original composition.

It is recommended that students studying Music Performance Units 1 & 2 undertake private instrumental lessons of their chosen instrument with their teacher of choice.

Students who wish to study Music Performance may be asked to audition.
Religion and Society this year has given me the opportunity to broaden my understanding of world religions. Not only have I gained a greater appreciation and understanding of religious traditions around the world but also the spirituality of Indigenous people within my own country.

In both units, the religious tradition or denomination studied is Catholicism. Students consider the nine aspects of religion in their investigation of Catholicism and religion in general.

UNIT 3
The Search for Meaning
Students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life.

Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

UNIT 4
Religion, Challenge and Change
Students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

CONTRIBUTIONS TO THE STUDY SCORE
> Unit 3 School-assessed coursework: 25%
> Unit 4 School-assessed coursework: 25%
> End of year examination: 50%
UNIT 1
How do living things stay alive?
This unit introduces some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

UNIT 2
How is continuity of life maintained?
This unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students study the cell cycle, examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore asexual and sexual reproductive strategies and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined and their potential use in medical therapies is considered.

UNIT 3
How do cells maintain life?
This unit investigates the workings of the cell from several perspectives. It explores the importance of the plasma membrane and the control of the movement of molecules in and out of the cell. Base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies are studied. The synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes are explored. How cells communicate with each other using signalling molecules are considered. At the molecular level, the human immune system and interactions between its components to provide immunity to a specific antigen are studied.

UNIT 4
How does life change and respond to challenges over time?
This unit examines the continual change and challenges to which life on Earth has been subjected. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. The change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology is considered. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

CONTRIBUTIONS TO THE STUDY SCORE
> Unit 3 School-assessed coursework: 16%
> Unit 4 School-assessed coursework: 24%
> End of year examination: 60%

Studying biology has allowed me to see the complexity of processes happening all around me, in animals and plants. In this way, I have found the subject fascinating. I also believe that studying biology would be helpful for doing science at university.
Chemistry

UNIT 1
How can the diversity of materials be explained?
In this unit students investigate the chemical properties of a range of materials. Using their knowledge of atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students examine a range of metallic, ionic and non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. Students use chemistry terminology to represent and explain observations and data from experiments.

UNIT 2
What makes water such a unique chemical?
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. Students use chemistry terminology to represent and explain observations and data from experiments.

UNIT 3
How can chemical processes be designed to optimise efficiency?
Students study energy transformation by exploring chemical reactions such as combustion, redox chemistry, so that energy efficiency and energy produced is understood. Comparison and evaluation of different energy types involves studying chemical reactions involved in fuel cells, galvanic cells, fossil fuels and biofuels. The energy transformations and efficiency of each and any associated environmental impacts are investigated. This involves comprehending the factors that impact the rate of reaction and exploring and applying the principles associated with equilibrium to optimise yield in practical ways.

UNIT 4
How are organic compounds categorised, analysed and used?
Students examine the chemistry of carbon atom and their extensive use in the area of fuels, food, medicine and materials used in everyday life. Analysis of such organic compounds through practical and instrumental chemical analysis techniques is studied. Students study the organic compounds in food that are used biologically to provide energy and as raw materials for building macromolecules that assist the body’s growth and repair. The chemical reactions of condensation and hydrolysis are studied, as is the properties, structure and function of biological molecules.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 School-assessed coursework: 16%
- Unit 4 School-assessed coursework: 24%
- End of year examination: 60%
Physics opens your eyes to a new way of thinking, connecting ideas and real life applications in ways that you would never imagine. With a multitude of topics, it caters to a wide range of different interests while showing how interconnected the science of the world is.

**UNIT 1**

What ideas explain the physical world?
Students investigate heating processes, including concepts of temperature, energy and work and analyse the strengths and limitations of the collection and interpretation of thermal data related to climate science. Students will use Thermodynamic principles to investigate issues related to the environmental impacts of human activity. Students undertake practical investigations of circuit components. Series and parallel circuits are explored and concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus. Radioactive decay and nuclear transformations are explained using E=mc².

**UNIT 2**

What do experiments reveal about the physical world?
Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students explore the power of experimentation. They plan and complete a self-designed and conducted practical investigation which requires them to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary data, organise and interpret the data, and reach a conclusion in response to the question. Students choose to focus on one area related to Astrobiology, Astrophysics, Bioelectricity, Biomechanics, Electronics, Flight, Medical Physics, Nuclear Energy, Nuclear Physics, Optics, Sound and Sports Science.

**UNIT 3**

How do fields explain Motion and Electricity?
Students explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world.

**UNIT 4**

How can two contradictory models explain both light and matter?
Students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

**CONTRIBUTIONS TO THE STUDY SCORE**

- Unit 3 & 4 School-assessed coursework: 40%
- End of year examination: 60%
Psychology

UNIT 1

How are behaviour and mental processes shaped?
How does the brain function?
Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function changed over time and how the brain enables us to interact with the external world around us. Students explore how brain plasticity and brain damage can affect a person’s functioning.

What influences psychological development
The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influences different aspects of a person’s psychological development.

UNIT 2

How do external factors influence behaviour and mental process? What influences a person’s perception of the world?
Students explore two aspects of human perception, vision and taste, and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person’s perception and explore circumstances where perceptual distortions of vision and taste may occur.

How are people influenced to behave in particular ways?
Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

UNIT 3

How does experience affect behaviour and mental processes?
This unit looks at two major areas of study: how the nervous system enables psychological functioning and how people learn and remember. Throughout each area students will also examine research methodologies and ethics. This unit focuses on evaluating how biological, psychological and social factors can influence a person’s nervous system functioning and the influence of factors on the fallibility of memory.

UNIT 4

How is wellbeing developed and maintained?
This unit looks at three major areas of study: the effect of consciousness on mental processes, behaviour and the influences of mental wellbeing and a practical investigation. Throughout each area students will also examine research methodologies and ethics. This unit focuses on the biological, psychological and social influences on sleep and the management of mental disorders.

Psychology is really interesting. I didn’t know how important the brain is! We learn about why we feel things, think things and do things. I love learning about myself and why my friends behave the way they do!
VCAL Studies

Empowered to face challenges.

VCAL Studies

The Victorian Certificate of Applied Learning
- VCAL: Personal Development Skills Strand
- VCAL: Work Related Skills Strand
- VCAL: Literacy Strand
- VCAL: Numeracy Strand
The Victorian Certificate of Applied Learning (VCAL) is an alternate Senior Certificate to the VCE, which is aimed at developing and extending pathways for young people who are considering the following options:

- Further study at TAFE
- Employment
- Apprenticeship or Traineeship

VCAL is a ‘hands on’ option for Year 11 and 12 students and its flexibility enables students to undertake a study program that suits their interests and learning needs. VCAL sits alongside the VCE as a senior secondary option for Victorian students.

There are three levels of the VCAL:

- Foundation
- Intermediate and
- Senior

CLC offers Intermediate level to Year 11 students and Intermediate and Senior level to Year 12 students. VCAL may be undertaken by students enrolled in either Year 11 or Year 12. Students may choose to complete two VCAL levels over two years.

The VCAL provides a program of studies in the following compulsory strands:

- Literacy
- Numeracy
- Work-Related Skills
- Industry-Specific Skills
- Personal Development Skills

PLANNING A VCAL PROGRAM

A student’s VCAL program will be individually tailored to her needs and interests. A student must satisfactorily complete ten accredited units in order to be awarded the VCAL.

Students will be enrolled in the following VCAL units: Literacy, Numeracy, Work Related Skills and Personal Development Skills. In addition to these VCAL units, students will be assisted to build a program that includes a Vocational Education Training (VET) Certificate or school-based apprenticeship in a vocational area of interest to them and VCE Units.

Students may elect to enrol in VCAL during the subject selection process. It is also possible to move from VCE to VCAL 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 through local TAFEs and the Northern Melbourne VET Cluster, for example, Hairdressing, Childcare.

ASSESSMENT

Styles of assessment vary according to the units studied. Assessment in VCAL units is school-based and there are no exams.

Successful completion of the VCAL will provide young people with skills that are important for life, work and further study as well as a Victorian Certificate of Applied Learning.
Personal Development and Work Related Skills

PERSONAL DEVELOPMENT SKILLS

UNITS

Personal Development Skills is designed to develop skills, knowledge and attributes that lead to:

- the development of self, including self-confidence and resilience
- social responsibility
- empowerment for active citizenship

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

WORK RELATED SKILLS

UNITS

Work Related Skills focuses on the development of employability skills and personal attributes valued by employers.

Skills in occupational health and safety and environment are also considered essential workrelated skills.

SKILLS 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
- Application of information and communications technology including internet usage
VCAL Studies

Intermediate and Senior Literacy Skills

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

Purpose
The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy skills include reading, writing and oral communication skills.

READING AND WRITING

UNITS

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 Literacy Skills Foundation Reading and Writing is to enable students to develop the knowledge, skills and attributes to read and write simple or short texts. Texts will deal mainly with 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 how, and if, the writer has achieved his or her purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit, students will be able to read, comprehend and write a range of texts within a variety 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 CERTIFICATE AWARD LEVEL REQUIREMENTS

To meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above.
Intermediate and Senior Literacy Skills

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
- Exploring Issues and Problem-solving.

The learning outcomes for the Oral Communication Units are based on typical spoken interactions used to fulfil these broad social purposes. At the end of the Literacy Skills Foundation Oral Communication Unit, students will be able to use and respond to spoken language about everyday subject matter that may include some unfamiliar aspects, for a range of purposes and in a number of contexts, which may be interrelated. At the end of the Literacy Skills Intermediate Oral Communication Unit, students will be able to use and respond to spoken language, including some unfamiliar material within a variety of contexts. At the end of the Literacy Skills Senior Oral Communication Unit, students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

- Oracy for Self-expression focuses on spoken interactions to explore with others story and life experiences. The types of spoken language most likely to occur in this domain include participating and listening in discussions, oral presentations, reflection and evaluation.
- Oracy for Knowledge focuses on spoken interactions involving presentations of information, principles, explanations and theories. The types of spoken language 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 spoken language 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 spoken language most likely to occur in this domain include public meetings, discussion, debates and meetings.

SKILLS ASSESSMENT

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

- Student self-assessment and peer assessment
- Teacher observation
- Reflective work journals
- Oral presentations and oral explanation of text
- Written text
- Physical demonstration of understanding of written or oral text
- Discussions and debates
- Role plays
- Folios of tasks or investigations
- Performing practical tasks

VCAL CERTIFICATE AWARD LEVEL REQUIREMENTS

To meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above.
Intermediate and Senior Numeracy Skills

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

Purpose
The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community. Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

NUMERACY SKILLS INTERMEDIATE

UNIT 1

The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks that are part of the students’ normal routine but extends to applications outside their immediate personal environment such as in the workplace and the community.

At the end of the unit, students will be able to attempt a series of both single and multi-step operations or tasks with some confidence, select the appropriate method or approach required, and communicate their ideas both verbally and in writing. They will be at ease with performing straightforward calculations either manually and/or using software tools and devices.

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

- **Numerical Skills and Processes** focuses on the numeracy requirements to perform computations with and without software tools and devices.
- **Financial Literacy** relates to making decisions and performing monetary calculations involving money and demonstrating an understanding of participation in a monetary society.
- **Planning and Organising** focuses on identifying, using and interpreting numbers and units of measurement to make decisions about time, location, data and resources and solve problems.
- **Measurement, Representation and Design** 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.
- **Preparing for Work** is included at the Foundation level. It deals with using and communicating numerical skills in a practical context within the work environment.

VCAL CERTIFICATE AWARD LEVEL REQUIREMENTS

There are three VCAL Numeracy Skills units offered at the College in 2019:
- one at Foundation Level
- one at Intermediate Level
- one at Senior Level

Each unit has a nominal duration of 100 hours.
Intermediate and Senior Numeracy Skills

SENIOR NUMERACY SKILLS

UNIT 1

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit, students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics.

The mathematics involved will include numbers and data, financial numeracy, time and location, measurement and design, the use of software tools and devices, and an introductory understanding of the use of formulae and problem-solving strategies.

SKILLS ASSESSMENT

A range of assessment options are used according to the needs of the learner group and the learning situation, e.g. in the workplace, assessment could be through 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.

VCAL CERTIFICATE AWARD

LEVEL REQUIREMENTS

There are three VCAL Numeracy Skills units offered at the College in 2019:

- one at Foundation Level
- one at Intermediate Level
- one at Senior Level

Each unit has a nominal duration of 100 hours.
Inspired to aim higher.

VET Studies

- Applied Fashion Design and Technology Certificate II
- Business Certificate II
- Music Industry Certificate III
- Sport and Recreation Certificate III
UNIT 1 & 2
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

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

UNIT 3 & 4
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

In Units 3 & 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 lowest study score of the primary four).
VET Studies

VCE VET Certificate II
Business

UNIT 1 & 2

The Certificate II in Business is an entry level qualification which provides VCE students with the knowledge and skills to enhance their employment prospects in a business or office environment.

The course aims to:
- Provide an understanding of business fundamentals within the Australian context.
- Assist students to gain employment opportunities in an entry level administrative or customer service role.
- 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.

Students are required to complete five days of work placement in an administrative environment.

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

UNIT 3 & 4

The Certificate II in Business with selected units of competence from Certificate III provides VCE students with a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

The course aims to:
- Provide an understanding of business fundamentals within the Australian context.
- Assist students to gain employment opportunities in an entry level administrative or customer service role.
- Provide some skills and knowledge for entry to the office administration field.
- Develop interpersonal skills essential for a successful career in the business world.

CONTRIBUTIONS TO THE STUDY SCORE

- Unit 3 and 4 School assessed coursework: 66%
- End of year examination: 34%

VCE UNITS OVERVIEW > SELECTION TIMELINE
VET Music has allowed me to experience a more practical side of learning through hands on tasks, has encouraged my creative side, and has provided an avenue for me to follow my passions. I would recommend it for anyone who loves music and prefers self-guided learning.

VCE VET Certificate III in Music Industry involves; music industry knowledge, music performance, practical knowledge of copyright and health, safety and security procedures important to the music industry.

UNIT 1 & 2
Completion of eight units of competence:
- Implement copyright arrangements
- Work effectively in the music industry
- Follow occupational health and safety procedures
- Apply knowledge of genre to music industry practise and compose music
- Develop ensemble skills for playing or singing music
- Make a music demo
- Notate music

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

UNIT 3 & 4
Completion of five units of competence:
- Develop technical skills in performance
- Develop improvisation skills
- Prepare for Performance
- Develop and maintain stagecraft skills
- A choice of either:
  - Perform music as part of a group
  - Perform music as a soloist

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.

CONTRIBUTIONS TO THE STUDY SCORE
- Unit 3 & 4 School-assessed coursework: 50%
- Examination: 50%
VET Studies

VCE VET Certificate III Sport and Recreation

UNIT 1 & 2
The VCE VET Sport and Recreation program aims to provide students with skills and knowledge to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. This will enable students to gain a recognised credential and to make a more informed choice of vocation or career path.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

The VCE VET Unit 1 & 2 sequence incorporates compulsory units such as developing critical and creative thinking skills, organising personal work priorities and development, providing first aid, using social media tools for collaboration and management, provide customer service, respond to emergency.

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

UNIT 3 & 4
The VCE VET Sport and Recreation program aims to provide students with skills and knowledge to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. This will enable students to gain a recognised credential and to make a more informed choice of vocation or career path.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

The VCE VET Unit 3 & 4 sequence offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices.

CONTRIBUTIONS TO THE STUDY SCORE
> Three coursework tasks: 66%
> End of year examination: 34%

PATHWAYS
> Event/Promotions Manager
> Facilitates Manager
> Gym Instructor
> Personal Trainer
> Sports Coach

JOB CLUSTERS
> THE CARERS
> THE INFORMERS
> THE GENERATORS
Glossary

JOB CLUSTERS

THE ARTISANS
Manual tasks related to construction, production, maintenance or technical customer service.

THE CARERS
This cluster seeks to improve the mental or physical health and wellbeing of others, and includes medical, care and personal support services.

THE COORDINATORS
They work behind the scenes in administration or service tasks.

THE DESIGNERS
Professionals who use science, maths or design skills to construct or manage projects.

THE GENERATORS
Occupations that require a high level of interpersonal interaction, such as those you find in retail, sales, hospitality and entertainment.

THE INFORMERS
This cluster involves provision of information, business or education services.

THE TECHNOLOGISTS
Skilled workers with an understanding of and ability to manipulate digital technology.

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
CLC Contacts

**STAFF**

MRS GEORGIA HEFFERNAN  
Deputy Principal  
Learning and Teaching

MR FRANK SALMIC  
VCE Coordinator

MS ANNETTE KILSBY  
Careers and VET Coordinator

MS JADE CHARALAMBOUS  
VCAL Coordinator

**KEY LEARNING AREAS**

ARTS & TECHNOLOGY  
MS ANDREA DURHAM

MATHEMATICS  
MR VINCENT LAM

ENGLISH  
MRS ANJA DRUMMOND

PERFORMING ARTS  
MS LYNETTE MOLLOY

HEALTH & PHYSICAL EDUCATION  
MRS SARAH CHADHA

RELIGIOUS EDUCATION  
MRS CAREY WEBSTER

HUMANITIES  
MR DAMIAN BRASIER

SCIENCE  
MRS CATHY JACKSON

LANGUAGES  
MS CAROLINE BAILEY
Explore unlimited possibilities.

clc.vic.edu.au
19 Diamond Street
Eltham Victoria 3095
03 9439 4077