Mater Christi College

Curriculum Guide

VCE | VET | VM

2023

Mater Christi

CONTENTS

	PG
INTRODUCTION	4
SENIOR SCHOOL PATHWAYS INFORMATION & POLICIES	5
VCE PREREQUISITES	6
YOUR VCE AND VCE-VM PROGRAM	7-8
VOCATIONAL EDUCATION and TRAINING in SCHOOLS (VETiS)	9
SELECTING YOUR SENIOR YEARS PROGRAM	11-12
REGISTERING YOUR SUBJECT CHOICES	13

SENIOR STUDIES - 2022	**UNIT 1**	**UNIT 2**	**UNIT 3&4**	
ARTS				
Art Creative Practice	11ART1	11ART2	12ART	14-15
Dance	11DCE1	11DCE2		16
Drama	11DRA1	11DRA2	12DRA	17
Media	11MED1	11MED2		18
Visual Communication Design	11VCD1	11VCD2	12VCD	19-20
ENGLISH				
English	11ENG1	11ENG2	12ENG	23
English as an Additional Language (EAL)	11EAL1	11EAL2	12EAL	24
Literature	11LIT1	11LIT2	12LIT	26
English Language	11ENL1	11ENL2	12ENL	27
HEALTH & PHYSICAL EDUCATION				
Health & Human Development	11HHD1	11HHD2	12HHD	28
Physical Education	11PED1	11PED2	12PED	29
Outdoor and Environmental Studies	11OES1	11OES2	12OES	30
HUMANITIES				
Accounting	11ACC1	11ACC2		31
Economics	11ECO1	11ECO2	12ECO	32
Business Management	11BUS1	11BUS2	12BUS	34
History	11HIS1	11HIS2	12HIS	35
Legal Studies	11LEG1	11LEG2	12LEG	36
LANGUAGES OTHER THAN ENGLISH				
VET Certificate III in Applied Language (Mandarin)	11VC3			37
French	11FRE1	11FRE2	12FRE	38

SENIOR STUDIES - 2022	UNIT 1	UNIT 2	UNIT 3&4	PG
Mathematics Pathways				39
Foundation Mathematics	11FOM1	11FOM2		40
General Mathematics	11GMA1	11GMA2		40
General Mathematics			12GMA	41
Mathematical Methods	11MAM1	11MAM2	12MAM	40-41
Specialist Mathematics	11SPM1	11SPM2	12SPM	40-41
RELIGIOUS EDUCATION				
Catholic Action Program	11CAP	12CAP		43
Religion and Society	11RES1	12RES2	12RES	44-45
SCIENCE				
Biology	11BIO1	11BIO2	12BIO	46
Chemistry	11CHE1	11CHE2	12CHE	47-48
Physics	11PHY1	11PHY2	12PHY	49
Psychology	11PSY1	11PSY2	12PSY	50-51
TECHNOLOGY				
Applied Computing	11APP1	11APP2		52
Product Design and Technology	11PDT1	11PDT2	12PDT	53
VCE VM				
Work Related Skills	11VMW	11WRVB	12WRV	55
Personal Development Skills	11PDVA	11PDVB	12PDV	54
Literacy	11LIVA	11LIVB	12LIV	25
Numeracy	11NUVA	11NUVB	12NUV	42

SAMPLE FORMS

2023 ACCELERATED STUDY APPLICATION FORM	56-57
2023 VET STUDENT ENROLMENT FORM	58
2023 CATHOLIC ACTION PROGRAM (CAP) APPLICATION FORM	59-60
2023 VCE-VM APPLICATION FORM	61-62

INTRODUCTION

As the world of work changes and many industries undergo significant disruption and transformation, young people today are facing a transition to adulthood and full-time employment that is very different from that of their parents and grandparents. Research by the Foundation for Young Australians has identified four factors leading to faster entry to full-time work for young Australians: Building enterprise skills in education, such as problem solving, communication, creativity, and teamwork, relevant paid employment, paid employment in a future focussed cluster and an optimistic mindset.

In considering possible Victorian Certificate of Education (VCE) or Victorian Certificate of Education Vocational Major (VCE VM) pathways, students should ask lots of questions. We recommend that they talk to their parents, siblings, relatives, neighbours, friends, teachers and other adults about the subjects that they enjoyed at school, their areas of work and how they have got to where they are now.

Students are encouraged to:

- seek good advice and guidance
- research future-focussed employment options
- access and use vocational and practical work experience
- develop career management, job application and interview skills
- focus beyond one career or area of interest
- focus on transferable skills and a range of future options

The Senior Curriculum Guide provides a general introduction to the courses of study offered by Mater Christi College. It includes information to assist in the subject selection process whilst raising awareness of what is available for students in the senior programs at the College.

Full course details of VCE and VCE VM Pathways can be obtained from the Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au

Choosing appropriate subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available. Home Group Mentors, Year Learning Leaders and the VCE Learning Leader also play a significant role in the counselling of students. They can advise them on the suitability of subjects, as well as make recommendations for Special Entry Units, Accelerated and/or Higher Study options. Alternatively, they will be able to direct students to appropriate staff, such as the Careers Counsellor.

Significant events will be held at the College to assist students in the process of subject selections:

- Year 10 2023 Curriculum Information Webinar for current Year 9 students and parents/carers – Wednesday 20 July 2022, 7:00pm
- VCE/VET/VCE VM Curriculum Information Webinar for current Year 10 students and parents/carers – Wednesday 20 July 2022, 7:45pm
- 2023 Years 9 and 10 Taster Day selections open – Wednesday 22 June 2022
- 2023 Years 9 and 10 Taster Day selections close – Friday 24 June 2022
- Subject and Tertiary Expo 6-8pm – Thursday 28 July 2022 6:00-8:00pm
- Years 9 and 10 Subject Selection Interviews – individually scheduled times between Monday 1 August to Wednesday 10 August 2022
- Year 12 2023 Parent and Student VTAC Information Webinar for current Year 11 students and parent/carers – Wednesday 24 August 2022
- Year 11 Career/Selection Interviews with Careers Counsellor - individually scheduled times during Terms 2 and 3

Further details will be on the College website.

Please read through all sections of this guide so that elective choices are made wisely, and details are entered correctly.

Planning form to assist subject selection can be found on page 11.

Subject preferences must be registered online, and printed copies, together with any other relevant forms, handed to the **Home Group Mentor** by **Friday 12 August 2022**.

Julie Stewart | Deputy Principal - Learning

SENIOR SCHOOL PATHWAYS INFORMATION & POLICIES

The Victorian Certificate of Education (VCE) and Victorian Certificate of Education Vocational Major (VCE VM) is a course generally completed over two years. It is conducted under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA).

Students at Mater Christi College may choose either The Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE-VM). The Vocational Major is a 2-year vocational and applied learning program within the VCE that will replace Senior and Intermediate VCAL from 2023. Both certificates are fully recognised Senior Secondary education qualifications.

ABOUT THE VCE PATHWAY

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

FUTURE PATHWAYS IN THE VCE

The VCE provides diverse pathways to further study or training at university or TAFE and to employment. Students who satisfactorily complete the VCE will receive an ATAR (Australian Tertiary Admissions Rank).

ASSESSMENT IN THE VCE

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.
At the Units 3 and 4 level of a VCE study, School-assessed Coursework SACs), School-assessed Tasks (SATs), Externally-assessed Tasks and examinations provide assessment results that are used in the calculation of a student's study score. The study score is used to calculate a student's ATAR. Click here to obtain further information about the calculation of study scores and ATAR.

ABOUT THE VCE-VM PATHWAY

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences

FUTURE PATHWAYS IN THE VCE-VM

The VCE VM provides a senior school secondary pathway for students who wish to access apprenticeships, traineeships, further education and training, university (through alternative entry programs or non-ATAR pathways) or employment.

ASSESSMENT IN THE VCE-VM

When students undertake a VCE VM program they are required to enrol in and complete a VET course of their choice to fulfil the VCE VM certificate requirements. Students need to demonstrate that they have satisfactorily met the requirements for each unit by completing and submitting all school determined assessment tasks and activities. The school will determine that students have met satisfactory completion of units in accordance with VCAA requirements. VCE VM students do not complete external assessments apart from the General Achievement Test (GAT) and in some scored VCE VET programs. Students who obtain a VCE-VM qualification do not receive an ATAR for university entrance.

For more information on the VCE VM certificate, click on this link - About VCE VM

Further details relevant to VCE and VCE VM information and policies are presented to students at the start of each year.

REQUIREMENTS FOR SATISFACTORY COMPLETION VCE & VCE-VM

The following policies and procedures apply to VCE and VCE VM programs in 2023:

1. Satisfactory completion of the VCE

   To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of 16 Units of study over the two years of the VCE. Up to eight of these Units may be VCE VET Units.

   Satisfactorily completed Units must include:

   - Three Units of English. Two Units must be a Unit 3 and 4 sequence. English Units can be from English, English Literature, English Language or English as an Additional Language.
   - Three sequences of Units 3 and 4 in studies other than English, two of which may be VET sequences.

2. Satisfactory completion of a Unit in VCE

   Students must demonstrate satisfactory achievement for all the Learning Outcomes for a Unit in accordance with the specifications set out in the study design in order to complete a Unit. This will be recorded as an S. If a student does not satisfactorily achieve one or more of the Learning Outcomes for a Unit, or the work submitted is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that Unit. This will be recorded as an N. Students undertake a range of assessment tasks in order to demonstrate their understanding of each Learning Outcome.

3. Satisfactory completion of a the VCE VM:

   To meet the graduation requirements of the VCE-VM, each student must satisfactorily complete a total of at least 16 Units of study over the two years of the VCE VM. At least two of these units must be VET units at Certificate II level or above.

Satisfactorily completed units must include:

- Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Developmental Skills units
- Two VET Credits at Certificate II level or above (180 hours)
- A minimum of four Unit 3-4 sequences which can include the units listed above as well as any VCE units

Further details relevant to VCE and VCE VM information and policies are presented to students at the start of each year.

PREREQUISITES FOR VCE STUDIES

There are no set entry requirements to most courses at Year 11 (Units 1 & 2). However, performance at Year 10 is an important guide to the suitability of subjects at VCE level. It is important that students consider the advice of teachers regarding choice of subjects.

In commencing VCE, students may be faced with a range of Units, or Unit names, which appear new. Students should investigate these areas carefully. Teachers and students currently involved in these courses can help answer most questions.

It is not compulsory to do both Unit 1 and Unit 2 of a particular subject. This feature of the VCE provides students with the option to gain a breadth of experience in Year 11, yet still remain prepared for Year 12. However, completing both Units 1 and 2 in a particular study provides the student with a stronger foundation in that study, and can be the best preparation for Year 12.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC) INFORMATION

Information is accessible on the VTAC site and in their fact sheets and other online publications. Additional career exploration resources are available from the CEAV and the Department of Education and Training.

For further information please click the following links:

Deakin Accelerate

The University of Melbourne Extension Program

Monash Extension Program

La Trobe VCE Plus Program

VIRTUAL SCHOOL VICTORIA

At times there may be a subject outside the offerings of the College that students are passionate about pursuing. If this is the case, we encourage students to consider Virtual School Victoria. Where practical we may be able to provide mentoring and support for students who choose to enrol in a subject via Virtual School Victoria. Please note that there is an additional cost associated with enrolling in Virtual Schools Victoria. Please contact Julie Stewart, Deputy Principal - Learning, to discuss this further.

YOUR VCE PROGRAM

Careful individual counselling is available for all students in planning their VCE program. These detailed discussions will assist students to select a course suited to their ability and aspirations.

Students should complete the grid on page 11, noting the requirements below.

Year 11

Students at Year 11 are required to take six VCE Unit 1 and 2 subjects or their equivalent (such as five VCE subjects and one VET in Schools (VETiS) course). All students must also complete a Religious Education (RE) or Catholic Action Program (CAP) subject.

Year 12

Students at Year 12 are required to take five VCE Unit 3 and 4 subjects or their equivalent (such as four VCE subjects and one VETiS or university extension study). All students must also complete a RE or CAP subject.

ACCELERATION

There are several VCE subjects that would be suitable for ***highly able students*** to select. Acceleration into VCE subjects is encouraged for students to help maximise their performance, work habits and academic achievement, and provides an excellent experience for students capable of advanced study. This would usually begin at Year 10 with a Unit 1 and 2 VCE subject.

It is a condition of enrolling in acceleration subject/s in Units 1-2 that students are doing so to maximise their options beyond Year 12 by studying a total of **six Unit 3-4** sequences over two years.

Highly able students who wish to apply for acceleration must show clear evidence to meet the following criteria:

- *Strong* attendance record that meets VCE requirements
- Strong academic results (minimum overall grade of 5 in a MYP related subject group and/or minimum 60% achievement in Unit 1 & 2 subjects for students wishing to accelerate into Unit 3 & 4 as a Year 11 student)
- Highly motivated, strong organisational skills and sound work habits
- Personal Application form, including supporting statement

HIGHER EDUCATION STUDIES IN THE VCE

In addition to their VCE program at Mater Christi College, Year 12 students who meet the criteria are able to extend their experience through the Higher Education Studies Program, which is a partnership between the VCAA and universities. The criteria include excellent Year 11 results, completion of the VCE subject as a Higher Study or current enrolment in the subject and school recommendation.

An enhancement subject enables high achieving students to study university level subjects while at school. A variety of subjects is available for study in a range of methods from on-campus at the University, off-campus at school centres or by distance education. Over the years, Mater Christi College students have successfully studied Politics, Accounting, Economics, IT and Maths.

The university study is included in the calculation of the student's Australian Tertiary Admissions Rank (ATAR). In addition, students are eligible to receive credit for future university studies. Students are provided with extra intellectual challenges and are able to interact with university staff members who have expertise in their Unit area. Interested students should speak with the Year Level Coordinator prior to making subject selections.

For further information please click the following links:

Deakin Accelerate

The University of Melbourne Extension Program

Monash Extension Program

La Trobe VCE Plus Program

YOUR VCE-VM PROGRAM

Careful individual counselling is available for all students in planning their VCE program. These detailed discussions will assist students to select a course suited to their ability and aspirations.

Students should complete the grid on page 12, noting the requirements below.

Year 11

Students at Year 11 are required to take six units of study per semester choosing from units that meet the requirements for VCE-VM below. All students must also complete a Religious Education (RE) or Catholic Action Program (CAP) subject.

Year 12

Students at Year 12 are required to take five units of study per semester choosing from units that meet the requirements for VCE-VM below. All students must also complete a RE or CAP subject.

To meet the completion requirements of the VCE-VM, each student must satisfactorily complete the minimum number of units over the two years of the VCE-VM in each of the studies listed below:

- Three Literacy or VCE English units (including a Unit 3 and 4 sequence)
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Developmental Skills units
- Two VET Credits at Certificate II level or above (180 hours)
- A total of four Unit 3-4 sequences which can include the units listed above as well as any VCE units studied
- Religious Education (CAP)

APPLICATION PROCESS

Students who wish to undertake the VCE VM certificate as their pathway must undertake an interview selection process after completing the online subject application to determine their suitability for the program.

VOCATIONAL EDUCATION and TRAINING in Schools (VETiS)

Students are able to widen their learning horizons and gain a nationally recognised certificate by completing a Vocational Education and Training (VET) program as part of their VCE or VCE VM.

VET in the VCE programs are an integral part of the VCE and can contribute towards satisfactory completion of VCE as well as completing a nationally recognised qualification.

A number of VET courses, including those offered at Mater Christi College, contribute to the Australian Tertiary Admissions Rank (ATAR).

VET COURSE OFFERED AT MATER CHRISTI COLLEGE IN 2023

VCE VET Hospitality
Certificate II in Small Business (Operations / Innovation)
Certificate III in Applied Language (Chinese / French)

If there are insufficient numbers to run a class at the College, then students may need to undertake this course at another venue in the Mullum Cluster.
Further information for 2023 will be published on the Mullum VET Cluster website.

VET COURSES LIKELY TO BE OFFERED OFF CAMPUS

Mater Christi College is part of the Mullum Cluster of VET providers. It is anticipated that the VET courses listed below will be offered in 2023 at other schools within our cluster or with some other VET providers including Chisholm Institute.

Due to the practical nature of VET courses there are additional payments required in most VET subjects.

Details about course structure and costs can be obtained from the VET Coordinator, Sara Mugridge.

Students undertaking a VET course must complete a VET application form (available on the College website) and submit it with their subject selection form.

EXAMPLES OF COURSES AVAILABLE

Acting
Allied Health*
Applied Fashion Design and Technology
Automotive Studies (pre-Vocational)
Automotive Technology
Beauty Services
Building and Construction – Carpentry
Children's Services
Christian Ministry and Theology Studies
Cisco Integrated Technologies
Community Services *
Dance
Design Fundamentals
Engineering Studies *
Equine Industry *
Hairdressing
Hairdressing and Make-up
Health Services
Horticulture
Information Technology *
Kitchen Operations
Laboratory Skills *
Media *
Music Industry *
Printing and Graphic Arts (General)
Renewable Energy
Retail Make-up - Skin Care
Sport & Recreation
Telecommunications (Cabling)
Tourism

For a full list of Mullum VET Cluster subjects, Click here: Mullum VET Cluster.

* This course is a "scored subject" at Units 3/4 level. By completing the end-of-year exam, students are able to have the result for this included as one of their 'best four' when calculating their ATAR is calculated.

Other subjects will receive a 10% increment (10% of the lowest study score of the primary four subjects, VCE VET Programs towards the ATAR.

Please consult the Pathways Coordinator about specific course information. Extra information is also available at www.vcaa.vic.edu.au

VCE VET 22480VIC CERTIFICATE II IN SMALL BUSINESS (OPERATIONS/INNOVATION)

DELIVERED OVER 2 YEARS

This is a two-year program. There are 8 core Units and 4 elective Units. The number of Units offered is usually split evenly over the two years.

AUSPICED BY: RIPPONLEA INSTITUTE (RTO 21230)

NOTE: For the first year of the two-year course, total Unit hours must be a minimum of 180 nominal hours

		Year For Delivery	Student Year Level
CORE			
VU22520	Contribute to small business operations and innovation (50)	2022	11 &12
VU22521	Develop elementary skills for small business environments (50)	2021	11 & 12
VU22522	Identify small business policies and procedures* (40)	2021	11 &12
VU22523	Undertake basic market research and promotion for a small business product or service (60)	2021	11&12
VU22524	Participate in small business quality processes (25)	2021	11 &12
VU22525	Assist with the presentation of public activities and events (25)	2022	11 & 12
VU22526	Follow procedures for routine financial activities of a small business (20)	2021	11 &12
* BSBWHS201	Contribute to health and safety of self and others (20)	2021	11

*** Note that BSBWHS201 is a pre-requisite for this Unit.**

ELECTIVES – Select four			
VU22527	Contribute to small business planning (40)	2022	11 & 12
BSBWOR202	Organise and complete daily work activities (20)		
SITXCCS006	Provide service to customers (25)	2021	11 &12
BSBCRT301	Develop and extend critical and creative thinking skills (40)		
BSBINN201	Contribute to workplace innovation (35)		
BSBSUS201	Participate in environmentally sustainable work practices (20)		
ICTWEB201	Use social media for collaboration and engagement (20)	2022	11 &12
FNSFLT301	Be Money Smart (40)		
BSBPRO301	Recommend products and services (20)	2021	11 &12
FNSFLT401	Be Money Smart through a career in small business (40)		

10949NAT Certificate III in Applied Language

CALOCS301	Conduct basic oral Communication for social purposes in a language other than English	2022	11
CALOCW302	Conduct basic workplace oral communication in a language other than English	2022	11
CALRWS303	Read and write basic documents for social purposes in a language other than English	2022	11
CALRWW304	Read and write basic workplace documents in language other than English	2022	11

SELECTING YOUR SENIOR YEARS PROGRAM: *VCE PATHWAY*

PLEASE NOTE:
An Accelerated Study takes up two Unit spaces and requires submission of an Accelerated Study Application Form (page 46)

YEAR 11

Year 11 students select thirteen Units: one Religious Education option and twelve additional Units from VCE study and VET (if chosen) offerings. Please read the section "VCE Requirements" carefully. If a student selects Unit 3 & 4 Religion and Society as an Accelerated Study, this course takes the place of two Units and they will not need to select an additional RE option.

	RELIGIOUS EDUCATION OPTION (Circle one option)	***VCE Subject Selection (specify name & code)***					
		1	***3***	***5***	***7***	***9***	***11***
	Religion and Society Unit 1: Religion in Society (11RES1)						
	OR	***2***	***4***	***6***	***8***	***10***	***12***
	Year 11 Catholic Action Program (11CAP)						

YEAR 12

Year 12 students select one RE Unit and five additional Unit 3/4 sequences from the VCE study and VET (if chosen) offerings. If a student selects Unit 3/4 Religion and Society this becomes one of their Unit 3/4 sequences and they are not required to select an additional RE option.

	RELIGIOUS EDUCATION OPTION (Circle one option)	***VCE Subject Selection (specify name & code)***				
		1	***2***	***3***	***4***	***5***
2nd Year (Year 12)	Religion and Society Unit 2 Religion in Society (12RES2) ***OR*** Year 12 Catholic Action Program (12CAP)					

SELECTING YOUR SENIOR YEARS PROGRAM: *VCE-VM PATHWAY*

YEAR 11

Year 11 students select thirteen Units: one Religious Education option and twelve additional Units. Please read the section "VCE Requirements" carefully. If a student selects Unit 3 & 4 Religion and Society as an Accelerated Study, this course takes the place of two Units and they will not need to select an additional RE option.

	RELIGIOUS EDUCATION OPTION (Circle one option)	***VCE-VM Subject Selection***					
		1 ***(Circle one option)***	***3*** ***(Circle one option)***	***5*** ***(specify course name)***	***7*** ***(Circle one option)***	***9*** ***(Circle one option)***	***11*** ***(Circle one option)***
	Religion and Society Unit 1: Religion in Society (11RES1)	VM Literacy (11VML1) or VCE English (11ENG1)	VM Numeracy (11NUVA) or VCE Foundation Mathematics (11FOM1)	VET	VM PDS (11PDVA) Or VM WRS (11VMW) Or VCE Subject (specify unit name & code)	VM PDS (11PDVA) Or VM WRS 11VMW) Or VCE Subject (specify unit name & code)	VM PDS (11PDVA) Or VM WRS (11VMW) Or VCE Subject (specify unit name & code)
	OR	***2*** ***(Circle one option)***	***4*** ***(Circle one option)***	***6*** ***(specify course name)***	***8*** ***(Circle one option)***	***10*** ***(Circle one option)***	***12*** ***(Circle one option)***
	Year 11 Catholic Action Program (11CAP)	VM Literacy (11VML2) or VCE English (11ENG2)	VM Numeracy (11NUVB) or VCE Foundation Maths (11FOM2)	VET	VM PDS (11PDVB) Or VM WRS (11WRVB) Or VCE Subject (specify unit name & code)	VM PDS (11PDVB) Or VM WRS (11WRVB) Or VCE Subject (specify unit name & code)	VM PDS (11PDVB) Or VM WRS (11WRVB) Or VCE Subject (specify unit name & code)

YEAR 12

Year 12 students select one RE Unit and five additional Unit 3/4 sequences. If a student selects Unit 3/4 Religion and Society this becomes one of their Unit 3/4 sequences and they are not required to select an additional RE option.

	RELIGIOUS EDUCATION OPTION (Circle one option)	***VCE-VM Subject Selection***				
		1	***2***	***3***	***4***	***5*** ***(specify course name)***
2nd Year (Year 12)	Religion and Society Unit 2 Religion in Society (12RES2) ***OR*** Year 12 Catholic Action Program (12CAP)	VCAL Literacy (12LIV)	VCAL Numeracy (12NUV)	VCAL PDS (12PDV)	VCAL WRS (12WRV)	VET

REGISTERING YOUR SUBJECT CHOICES

THROUGH WEB PREFERENCES

Web Preferences is a web application that allows students to enter their subject preferences on-line.

This may be done at home or at school. Students will be able to lodge their preferences online up until **Friday 12 August 2022**.

Early in Term 3, students in Years 9 -11 will be sent an individual email containing a unique link to Web Preferences. Do not delete this email. The instructions in the email should be read carefully and will outline the main steps of the subject selection process which include:

- Accessing Web Preferences
- Selecting subject preferences
- Verifying preferences via electronic signature using a parent/guardian email address

Please note: Web preferences allows two opportunities to submit subject preferences. Consider your options carefully before making your selections. Subject preferences must be signed off electronically by **Friday 12 August 2022**. All additional application forms must be submitted to your **Home Group Mentor** no later than **Friday 12 August 2022**.

ART CREATIVE PRACTICE

UNIT 1 11ART1

INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE.

Areas of Study:

Artists, Artworks and Audiences

Discuss the practices of three artists and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist. .

The Creative Practice

Learn to use the creative practice to develop and make visual responses informed by their exploration of personal interests and ideas.

Documenting and Reflecting on the Creative Practice

Document and evaluate the components of creative practice used to make personal visual responses.

ASSESSMENT

Written analysis tasks. Practical tasks, Artworks. Folio.

.

UNIT 2 11ART2

INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

Areas of Study:

The Artist, Society and Culture

Students use the Cultural Lens, and the other Interpretive Lens as appropriate, to analyse and compare the practises of artists and artworks from different cultures and times.

The Collaborative Creative Practice

Students will use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Documentation of Collaboration Using the Creative Practice.

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

ASSESSMENT

Assessment may include a folio, short practical tasks, completion of at least one finished artwork, visual responses demonstrating process of development of ideas and collaborative process, written or oral analysis tasks.

ART CREATIVE PRACTICE

UNIT 3 **12ART**

INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

Areas of Study:

Investigation and Presentation

Students develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.

Personal Investigation Using the Creative Process

Students apply and explore ideas and an area of personal interest using the Creative Practice

UNIT 4 **12ART**

INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

Areas of Study:

Documentation and Critique of the Creative Process

Students will document their use of Creative Practice and Present a critique to inform the refinement and resolution of a Body of Work

Resolution and Presentation of a Body of Work

The student will use the creative practice to resolve and present a body of work.

Comparison of Artists, Their Practice and Their Artworks

Students should be able to compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	30%
Unit 4 school assessed coursework	30%
Unit 3 & 4 school assessed task	10%
Units 3 & 4 external examination	30%

Please note that this subject may run as a combined Year 11 & 12 class.

Further information on the study design can be found at:

VCE Art Creative Practice 2023-2027

DANCE

It is highly recommended that you have at least 5 years of formal dance training to select VCE Dance.

UNIT 1 11DCE

Areas of Study:

Dance perspectives

Students will describe and document the expressive and technical features of their own and other choreographers' dance works and discuss influences on their own dance making.

Choreography and performance

Students will choreograph and perform a solo or group dance work and complete structured improvisations.

Dance technique and performance

Students will safely and expressively perform a learnt solo or group dance work.

Awareness and maintenance of the dancer's body

Students will describe aspects of physiology, and demonstrate the safe use and maintenance, of the dancer's body.

UNIT 1 11DCE

Areas of Study:

Dance perspective

Student will analyse the use of the element of movement - time, space and energy - in selected dance traditions, styles and dance work.

Choreography, performance and dance making analysis.

Student will choreograph and perform a solo and/group dance work, complete structured improvisations, and describe the dance making processes and performance practices used in their own works.

Dance technique, performance and dance analysis

Student will expressively perform a learnt solo or group dance work and analyse the processes used

ASSESSMENT

May include devised compositional and technical solo performance tasks, group performances of learnt works, written analysis of dance works, and maintaining a process journal.

Further information on the study design can be found at:

VCE Dance 2019-2024

DRAMA

UNIT 1 — 11DRA1

INTRODUCING PERFORMANCE STYLES

Areas of Study:

Creating a devised performance

Students devise and document solo and/or ensemble drama work/s based on experiences and/or stories.

Presenting a devised performance

Students present a devised drama solo and/or ensemble drama works based on a range of stimulus material relevant to the students personal, cultural and/or community experiences and stories to an audience. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining actor–audience relationships.

Analysing a devised performance

Students analyse the development, and the performance of their devised work to an audience.

Analysing a professional drama performance

Students observe and analyse a performance by professional drama performers. Students learn about ways of establishing, sustaining and manipulating actor-audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance.

UNIT 2 — 11DRA2

AUSTRALIAN IDENTITY

Areas of Study:

Using Australia as inspiration

Students devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australia identity and contemporary drama practice.

Presenting a devised performance

Students present a devised performance that reflects an aspect or aspects of Australia identity and contemporary drama practice.

Analysing a devised performance

Students analyse the development and performance to an audience of their devised work.

Analysing an Australian drama performance

Students analyse and evaluate a performance of a drama work by practitioners.

ASSESSMENT

Assessment may include process folio, solo performances, ensemble performance, and written analysis tasks.

UNIT 3 — 12DRA

DEVISED ENSEMBLE PERFORMANCE

Areas of Study:

Devising and presenting ensemble performance

Students develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Analysing a devised ensemble performance

Students analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

Analysing and evaluating a professional performance

Students analyse and evaluate a professional performance selected from the prescribed VCE Drama Unit 3 Playlist.

UNIT 4 — 12DRA

NON-NATURALISTIC SOLO PERFORMANCE

Areas of Study:

Demonstrating techniques of solo performance

Students demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

Devising a non-naturalistic solo performance

Students create, develop and perform a solo performance in response to a prescribed structure.

Analysing and evaluating a devised solo performance

Students analyse and evaluate the creation, development and presentation of a solo performance devised in response to prescribed structure.

ASSESSMENT

A final study score is determined by:

Unit 3 School-assessed Coursework	30%
Unit 4 School-assessed Coursework	10%
End-of-year written examination	25%
End-of-year performance examination	35%

Further information on the study design can be found at:
VCE Drama 2019-2024

Please note that this subject may run as a combined Year 11 & 12 class.

MEDIA

UNIT 1 — 11MED1

MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Areas of Study:

Media representations

Students learn to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Media forms in production

Students to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Australian stories

Students analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage and are consumed and read by audiences.

UNIT 2 — 11MED2

NARRATIVE ACROSS MEDIA FORMS

Areas of Study:

Narrative, style and genre

Students analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Narratives in production

Students apply the media production process to create, develop and construct narratives.

Media and change

Students discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT

Assessment may include folio work, technical work including use of cameras, software, written work including research and analysis and examinations.

Please note that this subject may run as a combined Year 11 & 12 class.

UNIT 3 — 12MED

MEDIA NARRATIVES AND PREPRODUCTION

Areas of Study:

Narrative and Ideology

Students explore media narratives in film. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives.

Media production development

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate film, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception. They explore and experiment with media technologies to develop skills relevant to their production, reflecting on and documenting their progress.

Production Design

Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

UNIT 4 — 12MED

MEDIA PRODUCTION AND ISSUES IN THE MEDIA

Areas of Study:

Media production

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Agency and control in and of the media

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

ASSESSMENT

A final study score is determined by:	
Unit 3 School-assessed coursework	10%
Unit 4 School-assessed coursework	10%
Units 3 & 4 School-assessed task	40%
End of year Examination	40%

Further information on the study design can be found at:

VCE Media 2018-2023

VISUAL COMMUNICATION DESIGN

UNIT 1 — 11VCD1

INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Areas of Study:

Drawing as a means of communication

Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures and apply different materials and media to render drawings.

Design elements and design principles

Students focus on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

Visual communications in context

Students describe how visual communications have been in influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2 — 11VCD2

APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

Areas of Study:

Technical drawing in context

Students focus on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study: Environmental design (architecture) or Industrial (product) design.

Type and imagery in context

Increasing advancements in the digital communication of information have led to a greater need to understand the meaning and function of typography (font) in visual language. Students develop knowledge and skills in manipulating type (font) and images when communicating ideas and concepts.

Applying the design process

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development.

ASSESSMENT

Assessment may include a folio, short practical tasks, technical drawings for product design and architecture, written analysis tasks and participation in a design market.

VISUAL COMMUNICATION DESIGN

UNIT 3 12VCD

VISUAL COMMUNICATION DESIGN PRACTICES

Areas of Study:

Analysis and practice in context

Students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- communication – the design and presentation of visual information to convey ideas and concepts
- environmental – the design and presentation of visual information for built/constructed environments
- industrial – the design and presentation of visual information for manufactured products.

Students draw on their findings from analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials.

Design industry practice

Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. Students also develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

Developing a brief and generating ideas

Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client.

Please note that this subject may run as a combined Year 11 & 12 class.

UNIT 4 12VCD

VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

Areas of Study:

Development, refinement and evaluation

Students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. Students devise a pitch to communicate their design thinking and decision making to an audience.

Final presentations

Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

ASSESSMENT

A final study score is determined by:

Unit 3 School-assessed Coursework	25%
Units 3 and 4 School-assessed Task (SAT Folio)	40%
End-of-year examination	35%

Further information on the study design can be found at:

VCE Visual Communication Design 2018-2023

Which English is right for me in Year 10/11?

Mainstream English Years 10/11/12	English Language Years 11/12	Literature Years 11/12	Foundation English (Year 10)	VM Literacy Years 11/12
English explores how writers and directors present their views and values, and how they construct a text for a reader or audience. Skills and knowledge include: • Analysis of the ways writers argue their point of view in the media, using text and audio-visuals • Present a point of view on an issue • Write two creative responses to a range of mentor texts • Write a personal response to a text. • Consider the effect texts have on an audience • Analyse writer's and director's messages • Use metalanguage	English Language explores the construction of sentences and how the context influences language choices. Skills and knowledge include: • Word origins • Grammar • Changes in language over time • Sub-systems of language • Use metalanguage • Contemporary examples • Explore audience and purpose • Language acquisition • Analytical commentaries on transcripts • Analysis of Conversations, speeches Advertisements.	Literature explores language and the stylistic and aesthetic qualities of texts and students' responses to these texts. Skills and knowledge include: • Write creatively on a text • Write a close analysis on passages from texts • Explore critical theory • Investigate the contexts of texts • Unearth the writer's views and values • Study text adaptations • Classic and contemporary texts • Closely analyse language	Foundation English focuses on developing practical English skills which are used to communicate through written, oral, and multimodal texts. It aims to improve basic written and oral skills for practical purposes. • Write interest-based podcasts • Write resumes • Debate topics of interest • communicate ideas and information effectively • Read accurately to understand, organise and synthesise ideas and information.	Students can study the VM at their own pace and teachers will assess progress through a range of classroom learning activities. It aims to continue to improve basic written and oral skills for practical purposes. Literacy skills corresponding with these social contexts include reading and writing for: • self-expression • practical purpose • knowledge • public debate.
A general course that covers many areas This subject is for those: • Interested in looking at the way the media manipulates audiences • Wanting to choose a familiar course • Wanting to build literacy skills • Careers in anything that requires you to read, write, speak and think.	**Language analysis on steroids. (Or the 'science' of English)** This subject is for those: • Interested in English as a language or studying a second language • Wanting to try something different, with more of a focus on metalanguage • Careers in speech pathology, sociology, teaching and where root words are important: medicine (veterinary and nursing), law, science and mathematics and advertising	**For those who love reading** This subject is for those: • Interested in reading a variety of texts with different audiences and purposes • Wanting to explore Literature • Wanting to read texts from different time periods • Careers in writing, law, criticism, journalism, publicity, publishing, media and education	**For those who want to improve written and oral skills.** This subject is for those: • Interested in improving their written and oral skills • Would like to learn how to write a resume, answer emails professionally and write for specific purposes. • Would prefer to read and respond to a range of reading material rather than a close focus on one text.	**For those who want an applied learning approach without exams.** This subject is for those: • Who like to complete assessments based on their own interests • Develop Literacy skills with a specific focus on VET specific skills • Work collaboratively on tasks individually, in pairs and in small groups • Present work in a variety of forms to the class • Careers: following a TAFE course -apprenticeships, nursing, allied Health.

In year 10…	English Term 2,3,4	English Language Term 2	Literature Term 1	Foundation English All year.
You will write essays	✓	✓	✓	✗
You will write creatively	✓	✗	✓	✓
You will read	✓	✓	✓	✓
Novels	✓	✗	✓	perhaps
Short stories	✓	perhaps	✓	perhaps
Articles	✓	✓	✓	✓
Film	✓	✓	✓	✓
Poetry	✗	✓	✓	✗
Non-fiction texts	✓	✓	✓	✓
Academic articles or criticism	✓	✓	✓	✗
Conversations	perhaps	✓	✗	✓
Advertisements	✓	✓	✗	✓
You will complete an oral presentation	✓	✗	✓	✓
You will participate in class discussions	✓	✓	✓	✓
You will complete learning tasks and assessment tasks	✓	✓	✓	✓

ENGLISH

UNIT 1 — 11ENG1

Areas of Study:

Reading and creating texts

Students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

Analysing and presenting argument

Students analyse the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader. Students also use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view in relation to a topical issue.

UNIT 2 — 11ENG2

Areas of Study:

Reading and comparing texts

Students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

Analysing and presenting argument

Students continue to draw upon their prior knowledge developed in Unit 1 by analysing and comparing the use of argument and language in 2-3 media texts that debate a current, topical issue. They further consolidate their understanding and ability to analyse how the purpose, audience and context of a text complement one another in positioning the reader. Students will also use their knowledge of argument by analysing and comparing the use of argument and language in 2-3 media texts that debate a current, topical issue. They further consolidate their understanding and ability to analyse how the purpose, audience and context of a text compliment one another in positioning the reader.

ASSESSMENT

Assessments may include an analytical text response, a language analysis, a creative response, a comparative essay of two selected texts, an analytical comparative essay of media texts and oral and written persuasive points of view.

UNIT 3 — 12ENG

Areas of Study:

Reading and creating texts

Students identify and analyse how the world of the text, ideas, views, and features of selected texts create meaning and how they influence interpretation. They also explore and examine why authors make key choices about purpose, audience, structure, conventions, and language to construct meaning.

Analysing argument

Students analyse and compare the use of argument and language in three media texts that debate a current, topical issue. They analyse and compare the purpose, audience and context of a text and analyse and compare how language and argument complement one another in positioning the reader.

UNIT 4 — 12ENG

Areas of Study:

Reading and comparing texts

Students explore the meaningful connections between two texts by analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed to gain a deeper understanding of human experience.

Presenting argument

Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view oral presentation in relation to a topical issue that has appeared in the media since September 1 of the previous year.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

VCE English and EAL 2023-2027 (Unit 1 and 2)

VCE English and EAL 2017 – 2023 (Unit 3 and 4)

ENGLISH as an ADDITIONAL LANGUAGE (EAL)

UNIT 1 — 11EAL1

Areas of Study:

Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Analysing and presenting argument

Students analyse the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written critical analyses of the use of argument and language with a particular focus on listening skills. Students develop their own point of view persuasive speech on a topical media issue.

UNIT 2 — 11EAL2

Areas of Study:

Reading and comparing texts

Students explore and analyse the meaningful connections between two texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, students gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Analysing and presenting argument

Students draw upon their prior knowledge from Unit 1. Students analyse and compare the use of argument and language in texts that debate a current, topical issue. They examine the purpose, audience and context of a text and analyse how language and argument complement one another in positioning the reader. Students use their knowledge of argument and persuasive language as a basis for developing their own persuasive point of view texts in relation to a topical issue that has appeared in the media.

ASSESSMENT

Assessment may include an analytical text response, a creative response, short answer questions, note form summaries, an oral presentation expressing a point of view on a current issue, analyses of media texts and a written and oral persuasive point of view.

Please note that this subject may run as a combined Year 11 & 12 class.

UNIT 3 — 12EAL

Areas of Study:

Reading and creating texts

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students develop and justify their own detailed interpretations by preparing sustained analytical interpretations, creating meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Analysing argument

Students analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text. Students develop written critical analyses of the use of argument and language.

Listening to texts

Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. They develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners.

UNIT 4 — 12EAL

Areas of Study:

Reading and comparing texts

Students explore and analyse the meaningful connections between two texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, students gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Presenting argument

Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge and understanding of argument, persuasive language and spoken text conventions as a basis for the development of an oral presentation of their point of view in relation to a topical issue in order to position an audience.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

VCE English and EAL 2023-2027 (Unit 1 and 2)

VCE English and EAL 2017 – 2023 (Unit 3 and 4)

VCE-VM - LITERACY

UNIT 1 11VML1

Areas of Study:

Literacy for personal use

Students demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a variety of written, digital, oral and visual responses.

Understanding and creating digital texts

Students will apply an understanding of the conventions of literacy and digital communication. Students will engage in learning practices to quip them to deal safely and respectfully in the digital world.

UNIT 2 11VML2

Areas of Study:

Understanding issues and voices

Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Responding to opinions.

Students will practise their use of persuasive language and participate in discussion of issues. They will interpret the values and opinions of others and present in oral form points of view supported by evidence.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

UNIT 3 12VML3

Areas of Study:

Accessing and understanding informational, organisational and procedural texts.

Students demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents

Creating and responding to organisational, informational or procedural texts

Students create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

UNIT 4 12VML4

Areas of Study:

Understanding and engaging with literacy for advocacy.

Students illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self.

Speaking to advise or to advocate

Students negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of the student learning.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

Further information on the study design can be found at:

VCE VM Literacy 2023-2027 Unit 1-4: 2023-2027

LITERATURE

UNIT 1 — 11LIT1

APPROACHES TO LITERATURE

Areas of Study:

Reading practices

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text.

Ideas and concerns in texts

Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

UNIT 2 — 11LIT2

CONTEXT AND CONNECTIONS

Areas of Study:

The text, the reader and their contexts

Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Exploring connections between texts

Students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

ASSESSMENT

Assessment may include an oral presentation, close analyses, debates, creative response, adaptation essay and a critical perspective essay.

UNIT 3 — 12LIT

FORM AND TRANSFORMATION

Areas of Study:

Adaptations and transformations

Students focus on how the form of the text contributes its meaning of the text. Students develop an understanding of the typical features of a form of text and how the conventions associated with it are used. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. They reflect critically upon their own responses as they relate to the text and discuss the purpose and context of their creations.

UNIT 4 — 12LIT

INTERPRETING TEXTS

Areas of Study:

Literary perspectives

Students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Through close attention to two pieces of literary criticism reflecting different literary perspectives, students develop their own response to a text.

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 contribute to their overall interpretations They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

VCE Literature 2023-2027

ENGLISH LANGUAGE

UNIT 1 — 11ENL1

LANGUAGE AND COMMUNICATION

Areas of Study:

The nature and functions of language

Students explore the nature of language and the various functions language performs in a range of contexts. Students are introduced to the subsystems of language and learn that the situational elements and cultural values held by participants influence language choice.

Language acquisition

Students focus on the developmental stages of children's language by investigating the acquisition of the subsystems. They evaluate the various theories of language acquisition and compare the stages of first language acquisition to the process of bilingualism and additional language learning.

UNIT 2 — 11ENL2

LANGUAGE CHANGE

Areas of Study:

English across time

Students examine the changes that have occurred in English over time. They investigate language change across the subsystems to trace the English language from its Indo-European roots through to Australian English and explore the possibilities for the future of English.

Englishes in contact

Students consider the effects of the global spread of English by examining the development and decline of languages as a result of English contact. Students explore how change to, and loss of language affect cultural identities and worldviews, particularly in response to indigenous and migrant language reclamation.

ASSESSMENT

Assessment may include short answer tests, essays and analytical commentaries.

UNIT 3 — 12ENL

LANGUAGE VARIATION AND SOCIAL PURPOSE

Areas of Study:

Informal language

Students consider the way speakers and writers choose from a repertoire of language to communicate information, ideas, attitudes, prejudices and ideological stances. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.

Formal language

Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

UNIT 4 — 12ENL

LANGUAGE VARIATION AND IDENTITY

Areas of Study:

Language variation in Australian society

Students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to the construction of a shared national identity. Students examine the Broad, General and Cultivated Australian accents, as well as regional language variation. They investigate migrant ethnolects and Aboriginal Englishes and explore how the language features associated with stereotypes may be adopted subconsciously or deliberately to establish or challenge identities.

Individual and group identities

Students examine how language users are able to construct their identities according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups. Students investigate how individuals make language choices that draw on our understanding of social expectations and community attitudes.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:
VCE English Language 2016-2023

HEALTH & HUMAN DEVELOPMENT

UNIT 1 — 11HHD1

UNDERSTANDING HEALTH AND WELLBEING

Areas of Study:

Health perspectives and influences

Students take a broad, multidimensional approach to health and wellbeing. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Health and nutrition

Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of, and food choices made by youth.

Youth health and wellbeing

Students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

UNIT 2 — 11HHD2

MANAGING HEALTH AND DEVELOPMENT

Areas of Study:

Developmental transitions

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

Health care in Australia

Students investigate the health system in Australia. Students examine the functions of various entities that play a role in our health system. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

ASSESSMENT

Assessment may include structured questions, written reports and oral presentations.

UNIT 3 — 12HHD

AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

Areas of Study:

Understanding health and wellbeing

Students explore health and wellbeing and illness as complex, dynamic and subjective concepts. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Promoting health and wellbeing

Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program and inquire into priorities for health improvements in Australia.

UNIT 4 — 12HHD

HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Areas of Study:

Health and wellbeing in a global context

Students look at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Health and the sustainable development goals

Students look at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:
VCE Health and Human Development 2018-2023

PHYSICAL EDUCATION

This subject is delivered through four-five theory lessons and one-two practical lessons a fortnight.

UNIT 1 — 11PED1

THE HUMAN BODY IN MOTION

Areas of Study:

How does the musculoskeletal system work to produce movement?

Students collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

How does the cardiorespiratory function at rest and during physical activity?

Students collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

UNIT 2 — 11PED2

PHYSICAL ACTIVITY, SPORT AND SOCIETY

Areas of Study:

What are the relationships between physical activity, sport, health and society?

Students collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

What are the contemporary issues associated with physical activity and sport?

Students apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

ASSESSMENT

Assessment may include core assessment - written report, structured questions, case study, a laboratory report, written plan, a reflective folio, oral presentation and data analysis.

UNIT 3 — 12PED

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

Areas of Study:

How are movement skills improved?

On completion of this Unit the students should be able to collect and analyse information from and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

How does the body produce energy?

On completion of this Unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

UNIT 4 — 12PED

TRAINING TO IMPROVE PERFORMANCE

Areas of Study:

What are the foundations of an effective training program?

On completion of this Unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

How is training implemented effectively to improve fitness?

On completion of this Unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:

VCE Physical Education 2017-2023

OUTDOOR & ENVIRONMENTAL STUDIES

UNIT 1 11OES1

EXPLORING OUTDOOR EXPERIENCES

Areas of Study:

Motivations for outdoor experiences

Students analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

Influences on outdoor experiences

Students explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

UNIT 2 11OES2

DISCOVERING OUTDOOR ENVIRONMENTS

Areas of Study:

Investigating outdoor environments

Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

Impacts on outdoor environments

Students evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

ASSESSMENT

Assessment may include journal entries, data analysis and structured questions.

UNIT 3 12OES

RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Areas of Study:

Historical relationships with outdoor environments

Students explain and evaluate how relationships with Australian outdoor environments have changed over time with reference to specific outdoor experiences.

Relationships with Australian environments since 1990

Students analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990 with reference to specific outdoor experiences.

UNIT 4 12OES

SUSTAINABLE OUTDOOR RELATIONSHIPS

Areas of Study:

Healthy outdoor environments

Students evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society with reference to specific outdoor experiences.

Sustainable outdoor environments

Students analyse conflicts over the use of outdoor environments and evaluate practices and strategies for sustaining outdoor environments with reference to specific outdoor experiences.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework (SACs)	25%
Unit 4 school assessed coursework (SACs)	25%
Units 3 & 4 examination	50%

Further information on the study design can be found at:
VCE Outdoor and Environmental Studies 2018-2023

Due to the off-campus nature of and equipment required for this study, there will be additional payments required.

ACCOUNTING

UNIT 1 11ACC1

UNIT 1 ROLE OF ACCOUNTING IN BUSINESS

Areas of Study:

The Role of Accounting

Individuals should consider a range of factors before committing to or continuing in a business venture. In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

Recording financial data and reporting accounting information for a service business

In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business. There are many indicators to measure the performance of a business. Some are financial, such as the amount of profit earned compared with investment or total sales made in a given period, while others are based on non-financial information, such as the speed with which invoices are paid, number of customers visiting a store in a given period, or trends in consumer preferences.

UNIT 2 11ACC2

UNIT 1 ROLE OF ACCOUNTING IN BUSINESS

Areas of Study:

Accounting for inventory

The strategic management of inventory is a key factor in the success or failure of a trading business. In this area of study students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business. Using both methods, students discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.

Accounting for and managing accounts receivable and accounts payable

Managing accounts receivable and accounts payable successfully is essential to maintaining an adequate cash flow for a business. In this area of study students record and report transactions relating to accounts receivable and accounts payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable turnover and accounts payable turnover, to analyse decisions related to these areas. Students also take account of ethical considerations involved in managing accounts receivable and accounts payable and the effects of these on business performance.

Accounting for and managing non-current assets

In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

Further information on the study design can be found at:

VCE Accounting 2019-2024

ECONOMICS

UNIT 1 11ECO1

UNIT 1 THE BEHAVIOUR OF CONSUMERS AND BUSINESS

Areas of Study:

Thinking like an Economist

Economics has an effect on everyone, irrespective of background. In this area of study students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions.

Every country is essentially faced with the same economic problem. How resources are going to be allocated to meet the needs and wants of its people. Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.

Decision making in markets

The Australian economy uses the market-based system to allocate resources. Markets are essentially a place where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention.

One of the key tools used to explain how prices change and how resources are allocated is the basic demand and supply model. Using contemporary case-studies, students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions and constructing arguments about the possible consequences of key changes in different markets. In studying the operation of markets and using relevant models, students consider one or more of the following markets:

- Agricultural markets such as wool, wheat and beef
- Other commodity markets such as minerals and energy
- Community markets
- The finance market
- The share market
- The labour market
- The property/housing market
- Online markets
- The health market

UNIT 2 11ECO2

UNIT 2 CONTEMPORARY ECONOMIC ISSUES

Areas of Study:

Economic growth, long-term economic prosperity, and environmental sustainability

In this area of study students consider the meaning and importance of economic growth and its effect on material and non-material living standards. The Australian Government generally pursues policies that are focused on at least maintaining, and in some cases, increasing the rate of economic growth. Economic growth is generally thought to promote improvements in living standards as it is associated with increasing incomes, literacy rates and health outcomes. Students evaluate the effect of an ever growing economy on other aspects of modern life. Does economic growth make life better or are there some costs involved?

Students investigate the nature of key economic trade-offs, situations where the achievement of one goal may come at the expense of another. There may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on the future generations and begin to appreciate some of the current environmental challenges that have been created from past and current economic decisions. They consider the role of alternative economic indicators and evaluate some Australian Government responses from both an economic and environmental perspective.

Economic efficiency and equity

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society. In this area of study students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia.
Students analyse the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. They examine the effect of poverty and income inequality on individuals and the wider economy and explore the idea of intergenerational poverty.
Students investigate the factors contributing to, and the effects of, increasing economic efficiency. They examine the effect of efficiency on income distribution and the incidence of poverty. Are the two mutually exclusive goals or can an economy strike the right balance? To develop their application skills in this area of study, students evaluate contemporary budgetary policy initiatives and how these may have affected the goals of equity in the distribution of income and efficiency of resource allocation.

Global economic issues

In this area of study students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made regarding these issue/s. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy. They observe trade-offs in the wider economy and undertake cost-benefit analyses to evaluate the effect of decisions made to address current global economic issue/s.

The global economic issue/s students may investigate include:

- the challenges faced by developing nations in improving living standards and alleviating poverty
- free trade versus protectionism
- the effect of globalisation on relevant stakeholders
- the effect of government policy, foreign aid, multilateral development assistance and foreign investment on developing nations
- the global distribution of income: causes and implications of global inequality
- the effect of population movement on labour markets, economic growth and the environment
- international responses to an environmental challenge.

ECONOMICS

UNIT 3 12ECO1

UNIT 3 AUSTRALIA'S ECONOMIC PROSPERITY

Areas of Study:

An introduction to microeconomics: the market system, resource allocation and government intervention

In this area of study students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced. Students investigate some of the key factors that influence the level of demand and supply in the economy and how these might lead to changing prices and the movement of land, labour and capital to those areas of production that generate the most value for society. Students use models to make predictions and to consider the role of markets in achieving economic efficiency. Using a case study from the past two years they discuss instances where the market fails to allocate resources efficiently and whether government intervention leads to a more efficient allocation of resources in terms of maximising society's wellbeing.

Global economic issues

Domestic macroeconomic goals
In this area of study students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy. Students examine how each of the goals is measured and the potential consequences associated with the non-achievement of each goal. They identify and analyse contemporary aggregate demand and aggregate supply factors that may influence the achievement of domestic macroeconomic goals in the past two years, and consider how achievement of the goals may affect material and non-material living standards.

Australian and the world economy

Australia is an open economy. There has been a gradual reduction in trade barriers with trade making an increasingly greater contribution to Australia's living standards. Students examine the reasons why countries engage in international transactions such as the exchange of goods and services and the movement of savings and investment capital, and evaluate how these transactions might affect living standards. They investigate how international transactions are recorded and the relationships between different sections of the balance of payments. Students apply their knowledge of demand and supply models to explain movements in the exchange rate, and discuss the effects of changing currency values on the achievement of the Australian Government's domestic macroeconomic goals.

ASSESSMENT

Assessment may include a folio of applied economic exercises, an analysis of written, visual and statistical evidence, problem-solving tasks, a blog of media commentaries using print or electronic materials, a report of an investigation or an inquiry, case studies, a debate, media analyses, an essay/a structured report, structured questions, a presentation (oral, multimedia, visual), a web page and economic simulation activities.

UNIT 4 12ECO2

UNIT 4 MANAGING THE ECONOMY

Areas of Study:

Aggregate demand and policies domestic economic stability

In this area of study students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

Aggregate supply policies

In this area of study students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency. Should the Australian Government intervene in the market? Is it better to rely more on the market to promote productivity growth and improvements in the quality and quantity of the factors of production? Students evaluate each of these approaches, highlighting their strengths and weaknesses and drawing conclusions about the short-term and long- term consequences in terms of the domestic macroeconomic goals and living standards.

ASSESSMENT

Assessment may include structured questions

Further information on the study design can be found at:
VCE Economics 2023-2027

BUSINESS MANAGEMENT

UNIT 1 — 11BUS1

PLANNING A BUSINESS

Areas of Study:

The business idea

Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

External environment

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Internal environment

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

UNIT 2 — 11BUS2

ESTABLISHING A BUSINESS

Areas of Study:

Legal requirements and financial considerations

It is essential to deal with legal and financial matters when establishing a business. Students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

Marketing a business

Establishing a strong customer base for a business is an important component of success. Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations of price, product features and packaging, promotion, place, people, physical evidence and processes.

Staffing a business

Staff are one of the business's greatest assets and are an important consideration when establishing a business. Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

ASSESSMENT

Assessment may include structured questions, a business research report and development of a business plan.

UNIT 3 — 12BUS

MANAGING A BUSINESS

Areas of Study:

Business foundations

Students investigate potential conflicts between and the different demands of stakeholders of a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

Managing employees

Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Using theories and motivation strategies, students propose and justify possible solutions for employee management in contemporary business case studies.

Operations management

Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

UNIT 4 — 12BUS

TRANSFORMING A BUSINESS

Areas of Study:

Reviewing performance – the need for change

Students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business.

Implementing change

Students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. Students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

ASSESSMENT

A final study score is determined by:
Unit 3 school-assessed coursework 25%
Unit 4 school-assessed coursework 25%
Units 3 & 4 end of year examination 50%

Further information on the study design can be found at:
VCE Business Management 2023-2027

HISTORY

UNIT 1 — 11HIS1

TWENTIETH CENTURY HISTORY 1900-1945

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Areas of Study:

Ideology and conflict

Students explore the events, ideologies and movements of the period after World War One, The Peace Treaties, economic and political crises; and the causes of World War Two.

Social and cultural change

Students focus on social life and cultural expression in the 1920s and 1930s and their relation to the political and economic changes of the period. Students explore particular forms of cultural expression from the period. The likely focus of this Unit Nazi Germany.

UNIT 2 — 11HIS2

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.

Areas of Study:

Competing ideologies

Students focus on the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. The focus in this Unit is on the Cuban Missile Crisis.

Challenge and change

Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups two contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. The contexts in this Unit will be the anti-apartheid movement in South Africa and The Troubles in North Ireland.

ASSESSMENT

Assessment may include a research task, film analysis, an essay, document analysis and a semester exam.

UNITS 3 & 4 — 12HIS

REVOLUTIONS

As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter- revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state.

- Unit 3: The Russian Revolution
- Unit 4: The Chinese Revolution

For each Unit of study, the following two areas of study must be explored.

Areas of Study:

Causes of Revolution

Students focus upon addressing the following questions:

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Consequences of Revolution

Students focus upon addressing the following questions:

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed and revolutionary ideas achieved?

ASSESSMENT

A final study score is determined by:

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Units 3 & 4 end of year examination	50%

Further information on the study design can be found at:
VCE History 2022-2026

LEGAL STUDIES

UNIT 1 — 11LEG1

GUILT AND LIABILITY

Areas of Study:

Legal foundations

Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. Students develop an understanding of key concepts in criminal law and types of crime and investigate two criminal offences in detail.

Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

UNIT 2 — 11LEG2

SANCTIONS, REMEDIES AND RIGHTS

Areas of Study:

Sanctions

The criminal justice system determines the guilt or otherwise of an accused and imposes sanctions on a guilty person. Students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. Students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

Rights

The protection of rights is fundamental to a democratic society. Students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that has had an impact on the protection of rights in Australia.

ASSESSMENT

Assessment may include a folio of exercises, structured questions and a report.

UNIT 3 — 12LEG

RIGHTS AND JUSTICE

Areas of Study:

The Victorian criminal justice system

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. Students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice.

The Victorian civil justice system

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

UNIT 4 — 12LEG

THE PEOPLE AND THE LAW

Areas of Study:

The people and the Australian Constitution

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. Students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

The people, the parliament and the courts

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. Students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

ASSESSMENT

A final study score is determined by:

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Units 3&4 end of year examination	50%

Further information on the study design can be found at:

VCE Legal Studies 2018-2023

LANGUAGES OTHER THAN ENGLISH

VET CERTIFICATE II AND III IN APPLIED LANGUAGE (MANDARIN) 11VC3

Students in Year 11 will continue with the Certificate III in Applied Language (Mandarin) that they chose in Year 10.

10661NAT Certificate lll in Applied Language

This course is auspiced by Ripponlea Institute (RTO 21230)

Code	Unit of Competency	Hrs
CALOCS301	Conduct routine oral communication for social purposes in a LOTE	70
CALOCW302	Conduct routine workplace oral communication in a LOTE	70
CALRWS303	Read and write routine documents for special purposes in a LOTE	70
CALRWW304	Read and write routine work-place documents in a LOTE	70

LANGUAGES OTHER THAN ENGLISH

FRENCH

UNIT 1 — 11FRE1

Areas of Study:

Interpersonal communication

Students learn to exchange meaning in a spoken interaction in French.

Interpretive communication

Students interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

Presentational communication

Students present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

UNIT 2 — 11FRE2

Areas of Study:

Interpersonal communication

Students respond in writing in French to spoken, written or visual texts presented in French.

Interpretive communication

Students analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Presentational communication

Students explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken

ASSESSMENT

Assessments may take the form of oral presentations including asking and answering questions; listening and reading comprehension; and different writing tasks such as creating reflective and informative texts.

UNIT 3 — 12FRE

Areas of Study:

Interpersonal communication

Students participate in a spoken exchange in French to resolve a personal issue.

Interpretive communication

Student interpret information from texts and write responses in French.

Presentational communication

Student express ideas in a personal, informative or imaginative piece of writing in French.

UNIT 4 — 12FRE

Areas of Study:

Interpersonal communication

Student share information, ideas and opinions in a spoken exchange in French.

Interpretive communication

Students analyse information from written, spoken and viewed texts for use in a written response in French.

Presentational communication

Students present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

ASSESSMENT

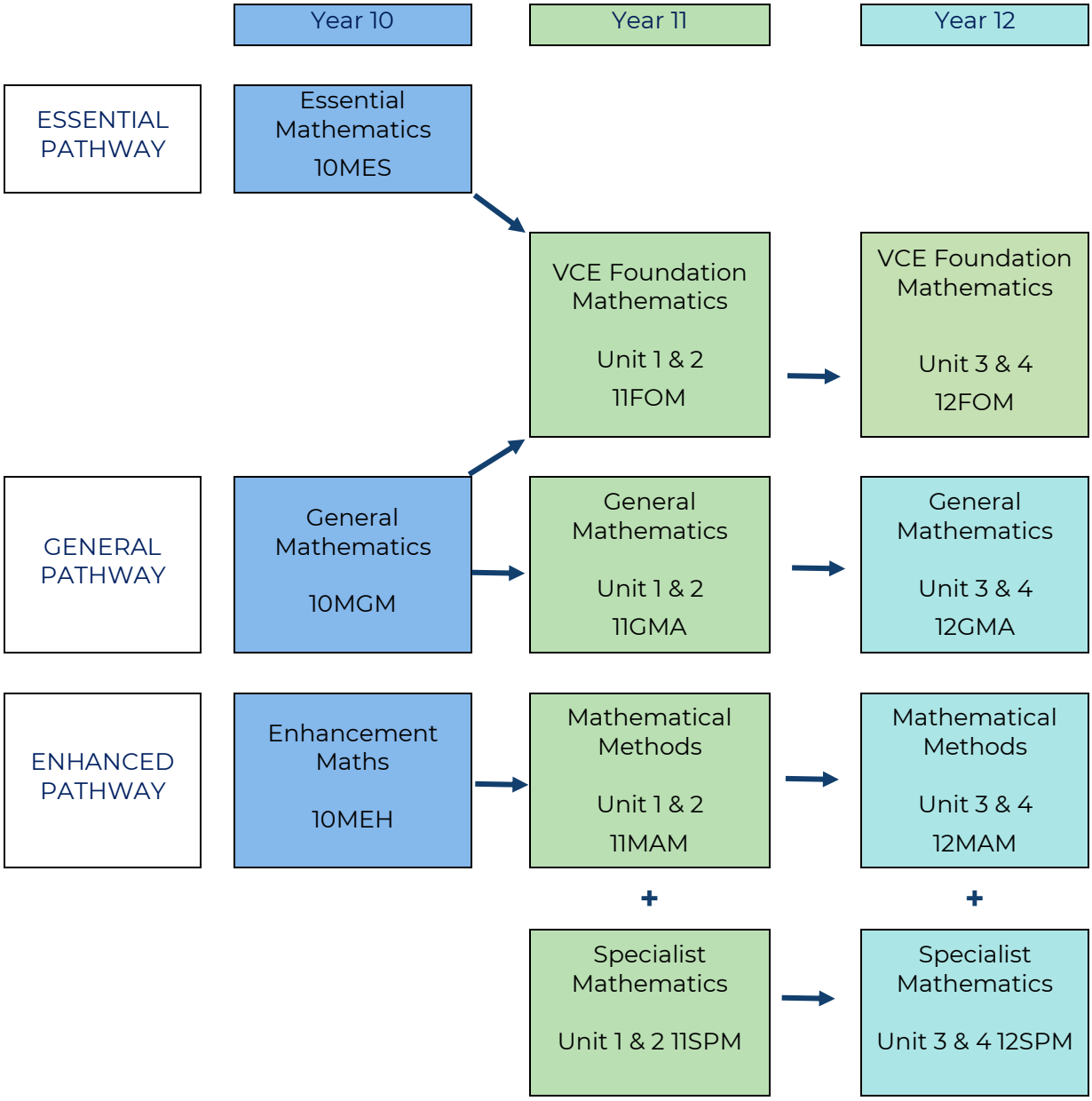
A final study score is determined by:

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Units 3 & 4 end of year examinations	
Oral	10%
Written	40%

Further information on the study design can be found at:
VCE French 2019-2024

Please note that this subject may run as a combined Year 11 & 12 class.

MATHEMATICS PATHWAYS



Usual Pathway

Students may, if appropriate change their course of study at the end of a semester after consultation with their teacher. For example, if a student has demonstrated a high level of learning in General Maths they may be advised to change to Enhanced Maths.

*Note: Students who wish to study Mathematical Methods in Year 11 are **highly recommended** to have studied Enhancement Maths in Semester 2 of Year 10.*

MATHEMATICS

Whilst Mathematics is not a compulsory VCE study, students may limit their career choices if some Mathematics is not studied after Year 10. Students should consult closely with their Mathematics teacher when choosing a course of study.

FOUNDATION MATHEMATICS

UNIT 1 **11FOM1**
UNIT 2 **11FOM2**

Foundation Mathematics provides continuing mathematical development of students entering VCE. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Areas of study include number, statistics, financial and consumer mathematics and space and measurement.

ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks and tests.

GENERAL MATHEMATICS

UNIT 1 **11GMA1**
UNIT 2 **11GMA2**

A good standard of knowledge in Year 10 General or Enhanced Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 General Mathematics.

Areas of study include linear relations and equations, financial arithmetic, matrices, graphs and networks, shape and measurement, linear graphs and models and statistics.

ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

You are required to study both Units 1 & 2 to be eligible for Units 3 & 4.

MATHEMATICAL METHODS

UNIT 1 **11MAM1**
UNIT 2 **11MAM2**

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Mathematical Methods Units 3 & 4. Areas of study include algebra, calculus, probability and statistics and functions and graphs.

ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

SPECIALIST MATHEMATICS

You are required to study both Units 1 & 2 to be eligible for Specialist Maths Unit 3 & 4.

This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 1 & 2.

UNIT 1 **11SPM1**
UNIT 2 **11SPM2**

A good standard of knowledge in Year 10 Enhancement Mathematics will be assumed.

This course prepares students to undertake Units 3 & 4 Specialist Mathematics, in conjunction with Mathematical Methods 3 & 4.

Areas of study include complex numbers, proof, graph theory, logic and algorithms, sequences and series, combinatorics, trigonometry, sampling, matrices, linear and non-linear graphs and modelling, kinematics, vectors and transformations.

ASSESSMENT

Assessment may include assignments, problem solving tasks, modelling, application tasks, tests and semester examinations.

MATHEMATICS

FOUNDATION MATHEMATICS

UNIT 3 & 4 — 12FOM

Areas of Study:
Number and algebra, data analysis, financial and consumer mathematics and space and measurement.

Unit 3 School assessed course work	40%
Unit 4 school assessed coursework	20%
Unit 3+4 written exam	40%

GENERAL MATHEMATICS

Satisfactory completion of Units 1 & 2 General Mathematics or Mathematical Methods is advised.

UNIT 3 & 4 — 12GMA

Areas of Study:
Data analysis, recursion and financial modelling, matrices, networks and decision mathematics.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	24%
Unit 4 school assessed coursework	16%
Units 3 & 4 written examination 1	30%
Units 3 & 4 written examination 2	30%

MATHEMATICAL METHODS

Pre-requisite – Satisfactory completion of Units 1 & 2 Mathematical Methods.

UNIT 3 & 4 — 12MAM

Areas of Study:
Algebra, calculus, probability and statistics and functions and graphs.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	20%
Units 3 & 4 written examination 1 (Technology free)	20%
Units 3 & 4 written examination 2	40%

SPECIALIST MATHEMATICS

Pre-requisite - satisfactory completion of Units 1 & 2 Specialist Mathematics. This subject can only be taken in conjunction with, or following previous completion of, Mathematical Methods Units 3 & 4.

UNIT 3 & 4 — 12SPM

Areas of Study:
Logic and proof, functions and relations, complex numbers, calculus, differential equations, vectors and probability and statistics.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	20%
Units 3 & 4 written examination 1 (Technology free)	20%
Units 3 & 4 written examination 2	40%

Further information on the study design can be found at:
VCE Mathematics 2023-2027

VCE-VM NUMERACY

UNIT 1 **11VMN1**
UNIT 2 **11VMN2**

Outcome 1 Numeracy in context
Outcome 2 Problem solving cycle
Outcome 3 Mathematical toolkit

Areas of Study:
Numbers, shape, quantity and measures and relationships, dimension and direction, data, uncertainty and systematics

This course prepares students to undertake VCE VM Numeracy 3 & 4. This course focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives.

ASSESSMENT

Assessment may include investigations and projects, multimedia presentation, poster or report, portfolios, problem solving tasks, modelling and application tasks.

UNIT 3 **12VMN3**
UNIT 4 **12VMN4**

Outcome 1 Numeracy in context
Outcome 2 Problem solving cycle
Outcome 3 Mathematical toolkit

Areas of Study:
Numbers, shape, quantity and measures and relationships, dimension and direction, data, uncertainty and systematics

In this course students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students will extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

ASSESSMENT

Assessment may include investigations and projects, multimedia presentation, poster or report, portfolios, problem solving tasks, modelling and application tasks.

RELIGIOUS EDUCATION

YEAR 11 CATHOLIC ACTION PROGRAM 11CAP

The Year 11 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They develop this knowledge and apply it in both class and practical contexts. Students are involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. This is a College-based subject, not an accredited VCE Unit and is a combined Years 11 and 12 class.

An essential requirement is the completion of 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 11 Catholic Action Program application form (available on the College website) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form.

ASSESSMENT

Assessment may include maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

YEAR 12 CATHOLIC ACTION PROGRAM 12CAP

The Year 12 Catholic Action Program allows students to build on their understanding of Catholic Social Teaching. They develop this knowledge and apply it in both class and practical contexts. Students are involved in group presentations and projects and, as a class, may visit community organisations to participate in volunteer activities. This is a College-based subject, not an accredited VCE Unit and with a combined Years 11/12 class.

An essential requirement is the completion of 30 hours of school-based and community service.

Students who wish to apply for this subject must complete the Year 12 Catholic Action Program application form (available on the College website) and attend an interview with staff. This form needs to be submitted with the Subject Selection/Re-enrolment form.

ASSESSMENT

Assessment may include the maintenance of handouts and resources, journal, an accurate log of community service activities, and participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep-out, Variety Night and Belgrave Tin Shed.

RELIGIOUS EDUCATION

RELIGION AND SOCIETY

UNIT 1 — 11RES1

RELIGION IN SOCIETY

Students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time.

Areas of Study:

The nature and purpose of religion

Students learn to discuss the nature and purpose of religion and explain the nine aspects of religion: beliefs, sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

Religion through the ages

Students learn about the changing roles and influence of religion in society, spiritual and religious ideas in prehistoric & ancient times and the influence on religion of technology, philosophy & science.

Religion in Australia

Students discuss the presence of religion in Australia, past and present, the role and social influence of religion, collective and personal identity and interfaith movements.

ASSESSMENT

Assessment may include tests, essays and reports.

In Year 12 students may choose to undertake Religion & Society Unit 2, Religion and Society Units 3 & 4 or Year 12 College-based Catholic Action Program (CAP). They may not choose the CAP in both Year 11 and Year 12. In Year 12, students who choose CAP or Religion & Society Unit 2 will complete their course at the end of Term 3. Students who choose Religion & Society Units 3 & 4 will gain a study score and complete their course at the end of the school year as with other Unit 3 & 4 studies.

UNIT 2 — 12RES2

RELIGION AND ETHICS

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgements.

Areas of Study:

Ethical decision-making and moral judgment

Students explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist. They study ethical methods such as utilitarianism and relativism, principles which underpin ethical stances and sources of ethical authority.

Religion and ethics

Students explain how ethical perspectives and moral judgments are formed within at least two religious' traditions.

Ethical issues in society

Students explain two or more debates on ethical issues in societies in which multiple worldviews coexist. They examine the strengths and weaknesses of the ethical perspectives of religious and non-religious individuals, groups and traditions.

ASSESSMENT

Assessment may include reports, analytical exercises, annotated charts and tests.

RELIGIOUS EDUCATION

RELIGION AND SOCIETY

UNIT 3 12RES

The search for meaning

In the quest for meaning about the why and how of existence, humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? Religion has developed answers in the form of various beliefs which, together with their expressions through the other aspects, form the distinctive identity of a religious tradition.

Areas of Study:

Responding to the search for meaning

Students discuss and analyse the nature and purpose of religion and religious beliefs, in the Catholic Christian tradition, related to ultimate reality, the nature and purpose of human life, the meaning of suffering, death and the afterlife, the relationships between ultimate reality and humans and the natural world.

Expressing meaning

Students examine how beliefs are expressed in the other aspects of religion: sacred stories, spaces, places, times & artifacts, texts, rituals, symbols, social structures, ethics and spiritual experiences.

Significant life experience, religious beliefs and faith

Students discuss and analyse the interplay between religious beliefs and significant life experiences, focusing on a case study on the experience and beliefs of an individual.

UNIT 4 12RES

Challenge and response

The focus of Unit 4 is the interaction of religious traditions and the wider society. Students explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Areas of Study:

Challenge and response

Students discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

Interaction of religion and society

Students discuss the interactions between a religious tradition or denomination and wider society in relation to a significant challenge and examine the effects of these interactions.

ASSESSMENT

Assessment methods used may include reports in written or multimedia formats, an essay, a case study, analytical exercises, structured questions, a media analysis, a test or extended responses.

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

Further information on the study design can be found at:
VCE Religion & Society 2023-2027

BIOLOGY

UNIT 1 — 11BIO1

HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

Areas of Study:

How do cells function?

Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. They analyse the cell cycle and cell growth, death and differentiation.

How do plant and animal systems function?

Students explore how systems function through cell specialisation in plant and animal systems. They examine how homeostatic mechanisms in animals help maintain their internal environment.

How do scientific investigations develop understanding of how organisms regulate their functions?

Students will be required to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

UNIT 2 — 11BIO2

HOW DOES INHERITANCE IMPACT ON DIVERSITY?

Areas of Study:

How is inheritance explained?

Students explore the nature of chromosomes and use genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

How do inherited adaptations impact on diversity?

Students examine advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in Australian ecosystems.

How do humans use science to explore and communicate contemporary bioethical issues?

Students will identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial to survival.

ASSESSMENT

Assessment may include a case study analysis, bioinformatics exercise, a data analysis of generated primary and/or collected secondary data, reflective annotations of logbook of activities, media analysis, modelling or simulating activities, problem-solving involving biological concepts and/or skills, a response to a bioethical issue, a report of laboratory activity and/or a scientific poster.

UNIT 3 — 12BIO

HOW DO CELLS MAINTAIN LIFE?

Areas of Study:

What is the role of nucleic acids and proteins in maintaining life?

Students explore the expression of the information encoded in a sequence of DNA to form a protein and outline he nature of the genetic code and the proteome. Students compare gene technologies used to address a range of issues and the ethical implications.

How are biochemical pathways regulated?

Students focus on the structure and regulation of biochemical pathways, in particular, photosynthesis and cellular respiration, and how they are controlled by enzymes. Students explore the factors that affect the rate of cellular processes, and the applications of biotechnology.

UNIT 4 — 12BIO

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Areas of Study:

How do organisms respond to pathogens?

Students focus on the immune response of organisms to specific pathogens. They explain how technological advances assist in managing immune system disorders and how immunotherapies can be applied to the treatment of other diseases.

How are species related over time?

Students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how interpretations of evidence can change as a result of technological advances, particularly in molecular biology.

How is scientific inquiry used to investigate cellular processes and/or biological change?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

ASSESSMENT

A final study score is determined by:

Unit 3 SACs will contribute	20%
Unit 4 SACs will contribute	30%
End of year exam is worth	50%

Further information on the study design can be found at:
VCE Biology 2021-2025

CHEMISTRY

UNIT 1 11CHE1

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

Areas of Study:

How do the chemical structures of materials explain their properties and reactions?

Students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

How are materials quantified and classified?

Students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.

How can chemical principles be applied to create a more sustainable future?

Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills developed in Unit 1 Area of Study 1 and/or Area of Study 2.

UNIT 2 11CHE2

HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Areas of Study:

How do chemicals interact with water?

Students focus on understanding the properties of water and investigating acid-base and redox reactions. They explore water's properties, including its density, specific heat capacity and latent heat or vaporisation. They write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity. They explore applications of acid-base reactions and redox reactions in society.

How are chemicals measured and analysed?

Students focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

How do quantitative scientific investigations develop our understanding of chemical reactions?

The investigation requires students to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The scientific investigation is related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

ASSESSMENT

Assessments may include a report of a laboratory or fieldwork activity, reflective annotations of practical activities from a logbook, a summary report of selected practical investigations, critique of an experimental design, chemical process or apparatus, modelling or simulation activity, a media analysis/response, problem-solving involving chemical concepts, an infographic, and/or scientific poster.

CHEMISTRY

UNIT 3 12CHE

HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

Areas of Study:

What are the options for energy production?

Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

How can the yield of a chemical product be optimised?

Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process, taking into account rate and yield considerations. Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur.

UNIT 4 12CHE

HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

Areas of Study:

How can the diversity of carbon compounds be explained and categorised?

Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways and write balanced chemical equations for organic syntheses. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

What is the chemistry of food?

Students study the major components of food with reference to their structures, properties and functions. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution. They also explore applications of food chemistry including artificial sweeteners and glycaemic index.

Practical Investigation

The investigation requires students to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question. The student then undertakes an experiment, analyses and evaluates the data, reaches a conclusion and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

ASSESSMENT

A final study score is determined by:

Unit 3 SACs will contribute	16%
Unit 4 SACs will contribute	24%
End of year exam is worth	60%

Further information on the study design can be found at:

VCE Chemistry 2024-2027

PHYSICS

UNIT 1 — 11PHY1

HOW IS ENERGY USEFUL TO SOCIETY?

Areas of Study:

How are light and heat explained?

Students study light using the wave model and thermal energy using the particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

How is energy from the nucleus utilised?

Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and apply this understanding to the use of radioisotopes in medical therapy. They explore the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

How can electricity be used to transfer energy?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Students develop an understanding of electricity safety including the effect of current on humans, and the use of transducers to transfer energy in common devices.

UNIT 2 — 11PHY2

HOW DOES PHYSICS HELP TO UNDERSTAND THE WORLD?

Areas of Study:

How is motion understood?

Students describe and analyse the energy and motion of an object. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.

Options: How does physics inform contemporary issues and applications in society?

Students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics, and use this physics to form a stance, opinion or solution to a contemporary societal issue or application.

How do physicist investigate questions?

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

ASSESSMENT

Assessment may include practical work, topic tests, data analysis modelling tasks, response to an issue and a scientific poster.

UNIT 3 — 12PHY

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

Areas of Study:

How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic.

How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

How fast can things go?

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Students will apply Einstein's theory of special relativity to moving objects.

UNIT 4 — 12PHY

HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Areas of Study:

How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications.

How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

ASSESSMENT

A final study score is determined by:
Unit 3 SACs will contribute 21%
Unit 4 SACs will contribute 19%
End of year exam is worth 60%

Further information on the study design can be found at:

VCE Physics 2024-2027

Please note that this subject may run as a combined Year 11 & 12 class

PSYCHOLOGY

UNIT 1 11PSY1

HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Areas of Study:

What influences psychological development?

Students explore the interactive influences of hereditary and environmental factors on a person's psychological development. They explore psychological development across the life span and concepts of normality.

How are mental processes and behaviour shaped by the brain?

Students learn how the understanding of brain structure and function has changed over time and consider how the brain changes with age and experience. Students explore neuroplasticity as the result of experience and brain trauma and investigate ways to maintain brain functioning.

How does contemporary psychology conduct and validate psychological research?

Students select and evaluate a recent discovery, finding, innovation, issue, advance or case study linked to the knowledge and skills developed in Area of Study 1 and/or Area of Study 2. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

UNIT 2 11PSY2

HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Areas of Study:

How are people influenced to behave in particular ways?

Students explore how psychological and social factors that shape the identity and behaviour of individuals and groups such as person perception, attributions, attitudes and stereotypes. Students explore the positive and negative influences of different media sources on an individual's mental wellbeing and group behaviour.

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.

How do scientific investigations develop understanding of influences on perception and behaviour?

In this area of study students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour. They generate appropriate qualitative and/or quantitative data, organise and interpret the data, and research a conclusion in response to the research question.

ASSESSMENT

Analysis of a case study or experiment, annotations of practical activities, a report of a scientific investigation, a media analysis, literature reviews and problem solving involving psychological concepts.

PSYCHOLOGY

UNIT 3 **12PSY**

HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Areas of Study:

How does the nervous system enable psychological functioning?

Students explore the role of different branches of the nervous system and neurotransmitters in the transmission of neural information. The interaction of gut microbiota with stress and the nervous system is explored, as well as the ways in which stress can affect mental wellbeing.

How do people learn and remember?

Students evaluate models to explain learning and explore the process of memory, including the use of mnemonics to encode, store and retrieve information. Students explore the interconnectedness of brain regions in storing explicit and implicit memories and the role of semantic and episodic memory in cognition.

UNIT 4 12PSY

HOW IS WELLBEING SUPPORTED AND MAINTAINED?

Areas of Study:

How does sleep affect mental processes and behaviour?

Students focus on sleep as a an altered state of consciousness and sleep across the life span. They compare REM and NREM sleep and investigate the biological mechanisms of the sleep-wake cycle

Students analyse the effects of sleep deprivation on psychological functioning, explore circadian rhythm disorders and apply their knowledge regarding sleep hygiene and zeitgebers to improve the sleep-wake cycle and mental wellbeing.

What influences mental wellbeing?

Students explore mental wellbeing as a continuum, levels of functioning, and resilience to cope with and manage change and uncertainty. Students consider biological, psychological and social factors in the development and management of a specific phobia. Students investigate protective factors that contribute to an individual's mental wellbeing and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

How is scientific inquiry used to investigate mental processes and psychological functioning?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. Students design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

ASSESSMENT

A final study score is determined by:
Unit 3 SACs will contribute 20%
Unit 4 SACs will contribute 30%
End of year exam is worth 50%

Further information on the study design can be found at:
VCE Psychology 2023-2027

APPLIED COMPUTING

UNIT 1 — 12APP1

Areas of Study:

Data Analysis

In this area of study students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation, and manipulation of data to draw conclusions and create data visualisations that represent their findings.

Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations.

Programming

In this area of study students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development, and evaluation to develop the solution.
Students apply computational and design thinking skills when preparing solution designs and transforming them into a working solution.

ASSESSMENT

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises or software solutions and a written report
- a presentation (oral, multimedia, visual) to present findings or software solutions.

UNIT 2 — 12APP2

Areas of Study:

Innovative solutions

In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

The innovative solution may take the form of a proof of concept, prototype, or product. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)
- creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices
- games development, multimedia programming or web authoring
- mixed realities such as augmented and virtual reality
- investigation/research project on innovative uses for emerging technologies such as blockchain
- any other innovative digital solution.

Students apply computational, design and systems thinking skills when developing solution designs and transforming them into a proof of concept, prototype, or product.

Network security

In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless, and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

Students apply systems thinking skills when designing LANs and proposing strategies for reducing security risks.

ASSESSMENT

Suitable tasks for assessment in this unit may be selected from the following:

- a presentation (oral, multimedia, visual) of an innovative solution
- a written report
- an annotated visual report
- a case study with structured questions
- the design of a wireless network or a working model of a wireless network.

Further information on the study design can be found at:

VCE Applied Computing Unit 1-2: 2020-2024

PRODUCT DESIGN & TECHNOLOGY

UNIT 1 — 11PDT1

SUSTAINABLE PRODUCT REDEVELOPMENT

Areas of Study:

Sustainable product redevelopment

Students re-design a product using suitable materials with the intention of improving the product's aesthetics and quality, including the aspect of sustainability. Students analyse the sustainability of an existing product, develop a brief, develop and apply drawing skills and plan their product.

Producing and evaluating a redeveloped product

Students use and evaluate materials, tools, equipment and processes to produce and evaluate their redeveloped product and compare this with the original product.

UNIT 2 — 11PDT2

COLLABORATIVE DESIGN - CHILDREN'S WEAR

Areas of Study:

Collaborative design

Students work in teams to interpret a design scenario to design a product or product range. They develop and evaluate the product. Students investigate an historical or a contemporary design movement or style for inspiration.

Students, both individually and as part of a team, create a brief, design and plan a product or product range based on a theme.

Producing and evaluating within a team

Students apply knowledge, skills, techniques and processes, including risk management, to make their product in accordance with the team's brief.

ASSESSMENT

Assessment may include a design folio, evaluation criteria, design brief, research, visualisations and design options, working drawings, a scheduled production plan, an evaluation report on the finished product, a finished product, records of production and modifications, verbal or written reports and exams.

Please note that this subject may run as a combined Year 11 & 12 class

UNIT 3 — 12PDT

APPLYING THE PRODUCT DESIGN PROCESS

Students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s.

Areas of Study:

Designing for end-users

Students examine how a design brief addresses particular product design factors and how evaluation criteria are developed. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

Product development in industry

Students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.

Designing for others

Students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

UNIT 4 — 12PDT

PRODUCT DEVELOPMENT AND EVALUATION

Students engage with an end-user/s to gain feedback throughout the process of production. Students compare similar products, evaluate the success of a product in relation to a range of product design factors.

Areas of Study: -Product analysis and comparison

Students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

Product manufacture

Students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes of the production plan and product.

Product evaluation

Students evaluate the quality of their product with reference to criteria and end-user feedback. Students make judgements about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

ASSESSMENT

A final study score is determined by:

Unit 3 school assessed coursework	12%
Unit 4 school assessed coursework	8%
Units 3 & 4 school assessed task	50%
Units 3 & 4 end of year examination	30%

Further information on the study design can be found at:

VCE Study Design & Technology 2018-2023

VCE-VM – PERSONAL DEVELOPMENT SKILLS

UNIT 1 — 11VMP1

HEALTHY INDIVIDUALS

Areas of Study:

Personal identity and emotional intelligence

Students will explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.

Community health and wellbeing

Students will plan and implement an individual or group activity to improve health and wellbeing and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

Promoting a healthy life

Students will analyse the impact of technology on health and wellbeing at an individual and community level and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

UNIT 2 — 11VMP2

CONNECTING WITH THE COMMUNITY

Areas of Study:

What is community?

Students will describe concepts relating to citizenship and community. Analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

Community cohesion.

Students will identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.

Engaging and supporting community.

Students will discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

UNIT 3 — 12VMP3

LEADERSHIP AND TEAMWORK

Areas of Study:

Social awareness and interpersonal skills.

Students will apply learnt social awareness and interpersonal skills when working independently and collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills

Effective leadership

Students will describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts. Students will demonstrate a range of leadership skills when working independently or collaboratively in real life and simulated situations.

Effective teamwork

Students will describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

UNIT 4 — 12VMP4

COMMUNITY PROJECT

Areas of Study:

Planning a community project

Students will be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

Implementing a community project

Students will develop planning skills to implement a comprehensive plan to apply a timely, affordable and effective responses to a community issue.

Evaluating a community project

Students will evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

VCE-VM – WORK RELATED SKILLS

UNIT 1 11VMW1

CAREERS AND LEARNING FOR THE FUTURE

Areas of Study:

Future careers

Students will evaluate information relating to employment and discuss likely employment growth areas using credible data. They will apply findings to develop future career prospects.

Presentation of career and education goals

Students will forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

UNIT 2 11VMW2

WORKPLACE SKILLS AND CAPABILITIES

Areas of Study:

Skills and capabilities for employment and further education

Students will identify and identify individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

Transferable skills and capabilities.

Students will demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

UNIT 3 12VMW3

INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

Areas of Study:

Workplace wellbeing and personal accountability

Students will analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.

Workplace responsibilities and rights

Students will outline the National Employment Standards and methods for determining pay and conditions. Students will explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Communication and collaboration

Students will apply a variety of appropriate questioning and listening techniques within a workplace or simulate workplace, and understand hot to develop networks, professional relationships and work effectively in diverse teams.

UNIT 4 12VMW4

PORTFOLIO PREPARATION AND PRESENTATION

Areas of Study:

Portfolio development

Students will analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

Portfolio presentation

Students will present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.

ASSESSMENT

Assessments are all competency based and will include a range of evidence to demonstrate competency.

SAMPLE FORMS

2023 ACCELERATION APPLICATION FORM UNITS 1 AND 2

Mater Christi

UNITS 1 & 2 ACCELERATION APPLICATION FORM 2023

Please return your completed form with your Subject Preference Receipt

Student Surname: _____

Student Given Name: _____ Home Group: _____

I wish to apply for the following VCE Unit(s) 1 & 2: -

Criteria for Acceleration:

- High attendance record that meets VCE requirements.
- Strong academic results (overall grade of 5-7 in related MYP subjects)
- Highly motivated, strong organisational skills and sound work habits
- Submits this Application form, including supporting statement
- Appropriate level of literacy skills
- Accept commitment to accelerate - that is, to maximise their options beyond Year 12 by studying ***six*** Unit 3-4 sequences over the two years of VCE.

Please indicate below your reasons for applying and demonstrate how you have met the above criteria during Years 7-10.

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that by submitting this application, I am making a commitment to accelerate and complete a minimum of 24 units over the two years of VCE to maximise my VCE educational outcomes as outlined in the Mater Christi VCE Acceleration Policy

Student Signature: _____

Parent/ Carer Signature: _____ Date: _____

Please note students must continue to meet the above criteria to continue with their chosen Accelerated subject.

Current Subject Teacher	**Recommendation:** ☐ Endorsed ☐ Requires further discussion	Date:	
		Teacher Code:	
		Teacher's Signature:	

Home Group Mentor	**Recommendation:** ☐ Endorsed ☐ Requires further discussion	Date:	
		Teacher Code:	
		Teacher's Signature:	

SAMPLE

MaterChristi

UNITS 3 & 4 ACCELERATION APPLICATION FORM

2023

Please return your completed form with your Subject Preference Receipt

Student Surname: _____

Student Given Name: _____ Home Group: _____

I wish to apply for the following VCE Unit(s) 3 & 4: -

_____

Criteria for Acceleration:

- *Strong* attendance record that meets VCE requirements.
- Strong academic results (minimum 60% achievement in Unit 1 & 2 subject in Year 10 for students wishing to accelerate into Unit 3 & 4 in Year 11)
- Highly motivated, strong organisational skills and sound work habits
- Submits this Application form, including supporting statement
- Appropriate level of literacy skills
- Accept commitment to accelerate – that is, to maximise their options beyond Year 12 by studying ***six*** Unit 3-4 sequences over the two years of VCE.

Please indicate below your reasons for applying and demonstrate how you have met the above criteria during Years 7-11.

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that by submitting this application, I am making a commitment to accelerate and complete a minimum of 24 units over the two years of VCE to maximise my VCE educational outcomes as outlined in the MaterChristi VCE Acceleration Policy.

Student Signature: _____

Parent/ Carer Signature: _____ Date: _____

Please note: *Students must continue to meet the above criteria to continue with their chosen Accelerated subject.*

Current Subject Teacher	**Recommendation:** ☐ Endorsed ☐ Requires further discussion	Date:	
		Teacher Code:	
		Teacher's Signature:	

Home Group Mentor	**Recommendation:** ☐ Endorsed ☐ Requires further discussion	Date:	
		Teacher Code:	
		Teacher's Signature:	

SAMPLE

(Form available on the College website)

2023 VET STUDENT ENROLMENT FORM

MaterChristi

VET STUDENT ENROLMENT FORM 2023

Submit this form with your Subject Preference receipt to Student Services by Friday 12 August 2022

We will process your Enrolment Application upon receipt of this form.

PART 1 – Student Details (please print clearly using block letters)

USI Number: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

YOU WILL NEED a Unique Student Number (USI). All VET students require a USI so that Certificates can be issued. If you don't already have a USI, you will need to log onto www.usi.gov.au to create one.

VET applications cannot be processed unless you have a USI number.

Student Surname: _____

Student Given Name: _____ Homeroom Group: _____

Address: _____

_____ Postcode _____

Home Phone: _____ Student Mobile: _____

Year Level in 2022: _____ ☐ VCE ☐ VCE VM

Are you an Indigenous Australian or Torres Strait Islander? ☐ Yes ☐ No

Are you an EAL (English as an Additional Language) Student? ☐ Yes ☐ No

Do you have any disabilities? ☐ Yes ☐ No

If yes, please state: _____

_____

PART 2 – Course Details

I wish to apply for: _____

Year 1 or 2: ☐ Year 1 ☐ Year 2

Institution: _____ Campus: _____

PART 3 – Parent's Endorsement

I / We have read and understood the information regarding our daughters' application for a VET Program in 2023 and agree to her enrolment. I am aware that there will be additional costs incurred with VET subjects and a non-refundable $75 Application Fee charged to our school account.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

SAMPLE

(Form available on the College website)

2023 CATHOLIC ACTION PROGRAM (CAP) APPLICATION FORM

CATHOLIC ACTION PROGRAM (CAP) APPLICATION FORM 2023

Mater Christi

PART 1: **Student Details** (please print clearly using block letters)

Year 11 CAP Program ☐ Year 12 CAP Program ☐

Student Surname: _____ Homeroom Group: _____

Given Name: _____

Part 2: Qualifying Questions (Student to complete)

Why do you wish to be a part of the Catholic Action Program?

What is your experience in the area of Social Justice?

For me, Social Justice is

What knowledge or skills do you think that you could bring to the CAP class?

SAMPLE

Indicate 3 practical ways in which **you** could possibly make a Social Justice contribution?

What topics/issues would you like to study in 2023?

Part3 – Student Commitment

I understand that it is a requirement of the Catholic Action Program (CAP) that I make a commitment to be actively involved in a range of projects including Caritas Trivia Night, Winter Sleep Out, Variety Night, Belgrave Community Garden, the college Indigenous Garden and any other outreach activities that might arise.

Student Name: _____

Student Signature: _____ Date: _____

Part 4 -: Parent Endorsement

I / We support our daughter's application to be part of the Catholic Action Program (CAP) at Mater Christi College in 2023 and support her participation in at least three of the following projects: Caritas Trivia Night, Winter Sleep Out, Variety Night, Belgrave Community Garden and/or the Vinnies Soup Van Street Retreat Program.

Parent Name: _____

Parent Signature: _____ Date: _____

Part 5 – Teacher Endorsement (Religious Education to complete)

Religious Education Teacher	**Recommendation:** ☐ Endorsed ☐ Requires further discussion

Date:	
Teacher Code:	Page 1
Teacher's Signature:	

SAMPLE

(Form available on the College website)

2023 VCE-VM APPLICATION FORM

MaterChristi

VCE VM PATHWAY APPLICATION FORM 2023

Please return the completed form with your Subject Preference Receipt AND your VET Application Form.

PART 1 – Student Details (please print clearly using block letters)

Student Surname: _____ Homeroom Group: _____

Student Given Name: _____ Year Level in 2023: _____

PART 2 – Qualifying Questions (Student to complete)

Why have you chosen the VCE VM pathway?

_____

_____

_____

What do you know about the VCE VM program, including main subjects such as VM Literacy, VM Numeracy, VM Work-Related Skills and VM Personal Development Skills?

_____

_____

_____

What are your plans after Year 12?

_____

_____

_____

Which VET course are you interested in? _____

Have you enrolled in this course already? ☐ Yes ☐ No

How would you rate your organisational and time management skills?

Explain why you have given yourself this rating.

- ☐ Poor _____
- ☐ Below Average _____
- ☐ Average _____
- ☐ Above Average _____
- ☐ Excellent _____

How would you rate your communication and collaboration skills?

Explain why you have given yourself this rating …

- ☐ Poor _____
- ☐ Below Average _____
- ☐ Average _____
- ☐ Above Average _____
- ☐ Excellent _____

Page 1

SAMPLE

MaterChristi

VCE VM PATHWAY APPLICATION FORM 2023

Student Signature: _____ Date: _____

PART 2 – Parent Questionnaire (Parent/Guardian to complete)

Why has your daughter chosen the VCE VM pathway?

_____

_____

_____

What do you know about the VCE VM program?

_____

_____

_____

How would you rate your daughter's organisational and time management skills? Explain why you have given her this rating.

- ☐ Poor _____
- ☐ Below Average _____
- ☐ Average _____
- ☐ Above Average _____
- ☐ Excellent _____

How would you rate your daughter's communication and collaboration skills? Explain why you have given her this rating …

- ☐ Poor _____
- ☐ Below Average _____
- ☐ Average _____
- ☐ Above Average _____
- ☐ Excellent _____

Is there any specific areas you feel will challenge your daughter (ie, reading, writing, public speaking, problem-solving, group work etc)? Please explain your response.

_____

_____

_____

Is there any other information you feel we should know about your daughter?

_____

_____

_____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

SAMPLE

(Form available on the College website)