



Senior Years Program

CURRICULUM GUIDE 2024 Years 11 - 12



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Introduction

Mater Christi College's learning program in Years 11 and 12 is aimed at supporting students to develop the confidence, knowledge, skills, and values to successfully learn and grow, as they move through to the next phase of their education and development.

It is recognised that the world is undergoing rapid economic, environmental, and social changes because of accelerating globalisation and technological development. Education needs to prepare students for jobs that have yet to be created, for technologies yet to be invented and to solve problems yet to be anticipated.

The Foundation for Young Australians has conducted extensive research in the 'New Work Order.' The findings of these studies have identified the following skills that school leavers require to be able to obtain a job of the future:

- communication
- collaboration
- critical thinking
- creativity

The school curricula at Mater Christi College continually evolves to provide students with the opportunity to develop these job ready skills, in addition to the academic knowledge required for satisfactory completion of senior secondary schooling. Students are also provided with ongoing career planning advice and counselling to ensure they are on the correct pathway for future success.

The Years 11 and 12 Curriculum Guide provides a general introduction to the various pathways and courses of study offered at Mater Christi College. It includes information to assist students to make pathway and subject choices that enable them to achieve their future study and career goals

Kind regards

Julie Stewart | Deputy Principal – Learning

Student Support

WHO TO CONTACT

There are several support staff available to students and parents, these include:

SCHOOL LEARNING LEADERS	DOMAIN LEARNING LEADERS
Deputy Principal – Learning Julie Stewart stewart_j@materchristi.edu.au	Arts Libbie Rogers rogers_l@materchristi.edu.au
Deputy Principal – Staff & Students Shae Mayes mayes_s@materchristi.edu.au	English Kate Jay jay_k@materchristi.edu.au
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Year 10 Learning Leader Lisa Costello costello_l@materchristi.edu.au	VET Learning Leader Sara Mugridge mugridge_s@materchristi.edu.au
Careers Coordinator Andy Donnelly donnelly_a@materchristi.edu.au	
Victorian School of Languages (VSL) and Virtual Schools Victoria (VSV) Coordinator Peter Kadar kadar_p@materchristi.edu.au	

Career Services

Contact Andy Donnelly
Email donnelly_a@materchristi.edu.au
Phone (03) 9754 6611

At Mater Christi College our qualified Careers Coordinator, Andy Donnelly, is readily available to provide tailored support to individual students and families through the important process of career planning.

The College has its own dedicated careers information website that provides students and families with valuable information to assist with careers and pathways planning. The site includes information about tertiary courses, upcoming events, workplace learning, post-school options and much more.

The regular 'Career News' publication provides students with regular updates about University and TAFE Open Days, Expos, course information and the latest career planning resources.

A highlight of the College calendar is the annual Subject and Tertiary Expo. This event is typically held onsite at the College in July each year and is designed to provide information for students and parents/carers about the various subjects on offer in Years 9 to 12, and to assist with future pathways planning. Various TAFE and University providers are present to showcase the courses they offer and provide information about entry requirements.



Student Support

Additional Resources

There are many online resources providing information and insights into career options and the subjects and courses needed to gain entry to these career options.

The suggested sites below are valuable resources to visit, re-visit and discuss throughout the subject selection and career planning process.

Myfuture

Australia's career information and exploration service with thousands of resources to plan your career journey.

Career FAQs

Job profiles, interviews, sample resumes, and much more valuable information for over 250 jobs.

Department of Education, Employment and Workplace Relations

Start with the subjects you are good at and you like and find out about all the occupations that are linked to that subject.

Youth Central

Victorian government's website for young people aged 12 – 25. It offers a range of information and advice on issues like jobs, study, travel, money and events.

Job Search

One stop shop for jobs and career information.

Job Outlook

Information on job prospects, weekly earnings, training.

Young Worker Toolkit

The Young Worker Toolkit helps you find information about your responsibilities and where you stand at work.



Curriculum Advice

Senior Secondary Pathways

The Victorian Certificate of Education (VCE) and Victorian Certificate of Education - Vocational Major (VCE-VM) are senior secondary qualifications that are generally completed over two years. They are conducted under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA). Students at Mater Christi College may choose either the VCE or the VCE-VM pathway in Years 11 and 12.

About the VCE pathway

The VCE is the qualification that most 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 or to employment. Students who meet the minimum requirements for the VCE will receive an ATAR (Australian Tertiary Admissions Rank). Their ATAR will be used by the Victorian Tertiary Admissions Centre (VTAC) to assign university offers based on student preferences submitted during Year 12.

Assessment in the VCE

In each VCE study, schools determine the School Assessed Coursework (SAC) tasks that students will complete. These are set in accordance with VCAA requirements and the learning outcomes specified in the designated Study Design for each subject.

A student's Study Score is a rank that is calculated from the sum of grades for each SAC, School-Assessed Task (SAT), externally assessed tasks and/or external VCAA examinations that students complete in

their Unit 3 and 4 studies. The Study Score is used to calculate a student's ATAR. Click [here](#) to obtain further information about the calculation of study scores and the 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 gives 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 experience.

Future pathways in the VCE-VM

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

Curriculum Advice

Senior Secondary Pathways cont'd

Assessment in the VCE-VM

When students undertake a VCE-VM program they are required to enrol in and complete a Vocational Education and Training (VET) course of their choice to fulfil the minimum requirements to be awarded the VCE-VM qualification. Students must demonstrate that they have satisfactorily met the requirements for each unit by completing and submitting all school-based 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 Section A of the General Achievement Test (GAT). Students who obtain a VCE-VM qualification do not receive an ATAR for university entrance, but may apply for admission into a TAFE course.

For more information on the VCE-VM qualification, please click on this [link](#)

Minimum requirements for satisfactory completion VCE & VCE-VM

The following policies and procedures apply to VCE and VCE-VM programs.

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 Certificate II and/or III 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.

Curriculum Advice

Senior Secondary Pathways cont'd

2. Satisfactory completion of 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 (minimum 180 hours).
- A minimum of four Unit 3-4 sequences which can include the units listed above as well as any VCE units of study.

3. Satisfactory completion of a unit in the VCE & VCE-VM

Students must demonstrate satisfactory achievement for all the learning outcomes for a unit in accordance with the specifications set out in the Study Design for the unit of study. This will be recorded as a Satisfactory (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 a Not Satisfactory (N). Students undertake a range of assessment tasks to demonstrate their understanding of each learning outcome.

Further details relevant to the College's implementation of the VCE and VCE-VM 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 subject choices.

In commencing VCE, students may be faced with a range of subject options that appear new. Students should investigate these subjects carefully. Teachers and students currently involved in these courses can help answer any questions a student may have.

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 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 a solid basis for Year 12.

VCE Acceleration

Continuing to accelerate into a Unit 3 and 4 VCE subject in Year 11 is encouraged for **highly able students** to maximise their performance, work habits and academic achievement. Students typically begin VCE acceleration in Year 10 by undertaking a Unit 1 and 2 VCE subject.

Students who enrol in an accelerated Unit 1-2 subject **MUST** study a total of **six Unit 3-4** sequences over two years, as opposed to the standard five Unit 3-4 sequences.

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

- strong attendance record that meets VCAA requirements (above 90%)
- strong academic results (minimum 60% achievement in accelerated VCE Unit 1 & 2 study in Year 10)
- highly motivated, strong organisational skills and sound work habits
- complete the Application Form (available in the MyMCC Knowledge Bank).

Prerequisites for VCE Studies cont'd

Higher Education Studies in the VCE

In addition to their VCE program at Mater Christi College, Year 12 students who meet the criteria can 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 an accelerated 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 are 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 can interact with university staff members who have expertise in their interest area. Interested students should speak with the VCE Learning Leader prior to making subject selections.

For further information please click the following links:

[Deakin Accelerate](#)

[The University of Melbourne Extension Program](#)

[La Trobe VCE Plus Program](#)

Virtual Schools Victoria (VSV)

At times there may be a subject outside the offerings of the College that students are needing to pursue for their chosen pathway or future career goals. If this is the case, the student may consider [Virtual Schools Victoria \(VSV\)](#) or the [Victorian School of Language \(VSL\)](#). Where practical we may be able to provide mentoring and support for students who choose to enrol in a subject via VSV or VSL. Please note that there is an additional cost associated with enrolling in VSV or VSL. Please discuss this at your subject selection interview, prior to submitting subject selection preferences.

Vocational Education and Training in Schools (VETiS)

Vocational Education and Training (VET) is learning that is directly related to work. VET programs allow students to complete nationally recognised qualifications developed by industry to give them the skills and knowledge they need to work in a particular job. VET courses are available in a range of qualification levels.

Students who are considering a vocational or VCE-VM pathway, or those looking for vocational skills to complement a tertiary education pathway, can undertake VET as part of their senior school program. This may be done by choosing one of the VET qualifications offered onsite at the College, offsite at another school within the Mullum VETiS Cluster, or with an external Registered Training Organisation (RTO) provider.

VET courses offered onsite at Mater Christi College include:

- Certificate II in Hospitality
- Certificate II in Small Business
- Certificate II and III in Applied Languages (Chinese).

Further information is available about each of these courses in the subject information section of this guide.

Please click [here](#) to see other VET courses offered via the Mullum VETiS Cluster.

For a list of possible VET courses available via external RTOs please click [here](#).

Please note:

- Many VET courses fill up very quickly, so it is essential that students complete the College's VET Application Form and return it immediately if they wish to be enrolled in their preferred VET course. These forms are available in the My MCC Knowledge Bank.
- Providers of VET courses set a tuition fee that is payable by parents/carers. These tuition fees are not published until the beginning of the year of study. The fees also vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for information about the typical fee structures of your preferred course.

Vocational Education and Training in Schools (VETiS) cont'd

Recognition of VET in the VCE and VCE-VM

Students who complete all or part of a nationally recognised VET qualification drawn from a course that is accredited by the VCAA receive credit towards satisfactory completion of the VCE and VCE-VM.

Credit for the VCE and VCE-VM is applied according to the following VET qualification levels:

- **Certificate I** qualifications do not provide any credit into the VCE.
- **Certificate II** qualifications provide credit at VCE units 1 and 2 level only. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 1 and 2 up to a maximum of six VCE units.
- **Certificate III** qualifications provide credit at VCE Units 1 to 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 1, 2, 3, 4, 3 and 4 up to a maximum of six VCE units.
- **Certificate IV** and Diploma qualifications that are pre-approved by the VCAA provide credit at VCE Units 3 and 4 level. Each completed 90 nominal hours of training provides one VCE unit of credit. Credit accrues in the following sequence: Units 3, 4, 3 and 4 up to a maximum of four units.

In addition to the above, the Victorian Tertiary Admissions Centre (VTAC) may award VCE students, who receive a Units 3 and 4 sequence (equivalent of a VET study at Certificate III level and above) through block credit recognition, a fifth or sixth study increment (10 per cent of the lowest study in the primary four-scaled studies) towards their ATAR. The increment is awarded by VTAC when they calculate a VCE students ATAR.

Curriculum Advice

Choosing Senior Subjects

It is important to choose subjects carefully as decisions may affect future success at school and the tertiary and vocational courses and types of occupations students can choose in the future.

It's suggested that students choose subjects that:

- ensure eligibility for the senior qualification they desire and the tertiary or vocational courses they are interested in
- they enjoy
- they have previously received good results for
- reflect their interests and abilities
- match their career and employment goals
- help them develop the skills, knowledge and attitudes that will be useful for their future

Do some research

It is wise for students to find out more about the subjects they are considering for Years 11 and 12.

Taking these steps will help make an informed decision:

- read the subject descriptions and course outlines provided in this guide carefully to gain an understanding of each.
- revisit their Morrisby profile and recommendations made for senior subjects and future careers.
- visit the VTAC website and search the tertiary courses they have an interest in, noting the pre-requisite subjects that each require.
- talk to Domain Learning Leaders and teachers of the VCE subjects they are interested in.
- seek advice from their Homegroup Mentor or make an appointment to meet with the Careers Coordinator.
- talk to students who are already studying the subject.
- attend University Open Days to get a better understanding of the tertiary education courses they might be interested in.

Careful individual counselling by a staff member is provided for all students to assist in planning their VCE program. These detailed discussions will assist students to select a course suited to their ability and aspirations. Students should come prepared to this meeting with a draft VCE program that they are considering.

A course planning form is available in the MyMCC Knowledge Bank to assist students to plan their proposed course, ensuring they meet the minimum course requirements outlined above.

Curriculum Advice

How To Submit Subject Selections

The course requirements outlined on [page 19](#) ensure each student has a learning program that meets the minimum requirements for successful completion of their chosen secondary school pathway or qualification.

Initial subject selections are made in Term 3 of the year preceding student's entry into Years 11 and 12. Following the subject selection events in July & August, each student will receive an email containing a link to Web Preferences, the College's online subject selection portal. The email will contain a unique student access code and instructions on how to register their elective subject preferences online. The rules in the system ensure students comply with the minimum requirements when submitting subject preferences.

Parents/carers are encouraged to support their child throughout the subject selection process. Please refer to the VCE Course Planning Form provided in the My MCC Knowledge Bank to assist you with supporting your child prior to entering their subject preferences into the online subject selection portal.

Students who enter the College after the commencement of the school year, or who want to change initial selections, should contact their Year Level Learning Leader and the Timetable and Operations Leader. If a student wishes to make changes to their chosen senior school pathway or qualification then they must see the VCE Learning Leader to discuss. Written parent/carer permission is required for any subject or program change requests.



Key Domain Learning Areas

Years 7-12 Curriculum Coverage

	= COMPULSORY
	= COMPULSORY for a minimum of one Semester
	= COMPULSORY all year with an elective option
	= COMPULSORY for one semester with an elective option
	= ELECTIVE

The following table shows the progression of learning in each subject area from Year 7 through to Year 12. This table should be used to assist in understanding which Middle School subjects lead to Senior School subjects.

KEY MYP SUBJECT GROUP / DOMAIN LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
LANGUAGE AND LITERATURE / ENGLISH	English	English	English	Foundation English	Literacy (VCE-VM)	Literacy (VCE-VM)
					English	English
				Mainstream English	English Language	English Language
			Relationships & Romance (Literature)		Literature	Literature
MATHEMATICS	Mathematics	Mathematics	General Mathematics	General Mathematics	General Mathematics	General Mathematics
			Enhanced Mathematics	Enhanced Mathematics	Mathematical Methods	Mathematical Methods
					Specialist Mathematics	Specialist Mathematics
			Essential Mathematics	Essential Mathematics	Foundation Mathematics	Foundation Mathematics
INDIVIDUALS AND SOCIETIES / RELIGIOUS EDUCATION	Religious Education	Religious Education	Religious Education	Religion and Cult	Religion and Society	Religion and Society
				Bold Women		
				Religion and the Environ-ment		
				A Godless World?		
			Religious Education – Youth Ministry	Catholic Action Program	Catholic Action Program	

KEY MYP SUBJECT GROUP / DOMAIN LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
SCIENCES / SCIENCE	Science	Science	Curiosity Lab	Curiosity Lab	Chemistry	Chemistry
			Living Cleanly	Living Cleanly		
			Forensic Science	Forensic Science		
			Third Rock from the Sun	Third Rock from the Sun	Psychology	Psychology
			Science	Life Science	Biology	Biology
				Physical Science	Physics	Physics
INDIVIDUALS AND SOCIETIES / HUMANITIES	Humanities	Humanities	Dollars and Sense		Economics	Economics
			Insights and Issues		Business Management	Business Management
			Culture, Conflict and Change		History	History Revolutions
				Teenagers and the Law	Legal Studies	Legal Studies
				Checks and Balances	Accounting	Accounting
LANGUAGE ACQUISITION / LANGUAGES	Chinese	Chinese	VET Certificate II Chinese	VET Certificate II & III Chinese	VET Certificate III Chinese	
	French	French	French	French	French	French
ARTS	Visual Art	Visual Art	Creative Art (Year 9)	Creative Art (Year 10)	Art Creative Practice	Art Creative Practice
			Visual Communication Design (Year 9)	Visual Communication Design (Year 10)	Visual Communication Design	Visual Communication Design
			Photography	Photography	Media	Media
	Music	Dance	Dynamic Dance	Dynamic Dance	Dance	Dance
				Expressive Dance		
		Drama	Make a Musical	Make a Musical	Drama	Drama
			Turn it Up	Turn it Up		
				Drama Studies		
				Music on My Mind		
DESIGN / TECHNOLOGIES	Design Technology - Textiles		To Dye for	To Dye for	Product Design & Technology	Product Design & Technology
				On the Runway		
		Food Technology	Bon Appetit	Bon Appetit	Food Technology	Food Technology
			High Tea	High Tea		
				Mater Chef		
	Digital Technologies		Hello World: an Introduction to Computing & Programming	Hello World: an Introduction to Computing & Programming		

Key Domain Learning Areas

Years 7-12 Curriculum Coverage

KEY MYP SUBJECT GROUP / DOMAIN LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
PHYSICAL AND HEALTH EDUCATION / HEALTH AND PHYSICAL EDUCATION	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Physical Education	Physical Education
				Sports Science		
				Exploring Personal Health		
			Ninja Warriors		Health & Human Development	Health & Human Development
			Total Health & Wellbeing		Outdoor & Environmental Studies	Outdoor & Environmental Studies
VOCATIONAL EDUCATION AND TRAINING (VET)					Certificate II Small Business	Certificate II Small Business
					Certificate II Hospitality	Certificate II Hospitality
				Additional VET Studies offered externally through Mullum Cluster Partnership		
VCE-VOCATIONAL MAJOR (VCE-VM)					Personal Development Skills	Personal Development Skills
					Work Related Skills	Work Related Skills
INTERDISCIPLINARY LEARNING	Working to Create a Better World	Alchemy	Mind Matters			
	Fitness & Statistical Data	Illumination: Exploring Benedictine Values through Art	Indigenous Perspectives			
			No Place Like Home			
			Shaping the World			
			Teens on Screen			
			STEM Mad			
			Explore the Outdoors			

Choosing Your Senior Years Program



How to choose subjects

Year 11

Students at Year 11 are required to study six Unit 1 and 2 subjects or their equivalent (such as five VCE subjects and one VET course). One of the Unit 1 and 2 subjects must include English or English Language.

Students are strongly encouraged to select the six subjects in Year 11 that they intend to study in Year 12. It is possible to make some subject changes up to the completion of Unit 2, but these need to be carefully considered to ensure they don't affect the student's eligibility to meet the minimum requirements for the pathway or senior secondary qualification they are enrolled in.

The six highest priority preferences of Year 11 students will be collated and timetabled in 'blocks' that are created to enable as many students as possible to study their chosen subjects. Whilst 'blocking' aims to minimise the incidence of subject clashes, it is inevitable that some clashes will occur, and a small number of students may be allocated their reserve subject preferences. In this instance, College staff will discuss the options with the student. Before choosing subjects, students should review the **"Choosing Senior Subjects"** section in this guide.

Year 12

Students at Year 12 are required to study five Unit 3 and 4 subjects, which includes the English study that they completed in Year 11 and four additional subjects.

There are two exceptions to the above minimum subject requirement at Year 12:

- Students who successfully completed VET Certificate III Chinese and an accelerated Unit 3-4 VCE Study in Year 11 may study a total of four Unit 3 and 4 subjects, including English.
- Students who have chosen an unscored VCE pathway may also study four Unit 3 and 4 subjects, including English. This is conditional upon students also completing several self-chosen vocational education online micro-credential qualifications. Access to over 1500 vocational courses will be provided by the College to support students to achieve this.

Compulsory Religious Education

In addition to the requirements above, students in Years 11 and 12 must also choose a Religious Education preference – either 'Religion and Society' or the Catholic Action Program (CAP), which is offered by application only (see subject information over page for further details).

VCE Subject Offerings

KEY LEARNING AREAS		
Compulsory VCE Subjects <ul style="list-style-type: none"> English or English Language (Year 11) English, English Language or Literature (Year 12) VM Literacy Religion and Society (Unit 1 – Year 11 or Unit 2 – Year 12) or CAP 	VCE Subjects: <ul style="list-style-type: none"> Accounting Art Creative Practice Biology Business Management Chemistry Dance Drama Economics Foundation Mathematics French * General Mathematics Health and Human Development History Legal Studies Literature Mathematical Methods * Media Outdoor and Environmental Studies 	<ul style="list-style-type: none"> Physical Education Physics Product Design and Technology Psychology Religion and Society (Units 3 and 4) Specialist Mathematics * Visual Communication Design
Strongly Recommended VCE Subjects: <ul style="list-style-type: none"> General Mathematics or Math-ematical Methods (at Units 1 & 2) * 		VCE-VM Subjects: <ul style="list-style-type: none"> Personal Development Skills Work Related Skills Literacy
VET Courses: <ul style="list-style-type: none"> Certificate II Small Business Certificate II Hospitality Certificate III Chinese * 		

Prerequisites – whilst there are no subject prerequisites for any Year 11 subject, it is recommended that students selecting those subjects above marked with an asterisk () have completed the equivalent Year 10 subject.*

TIMETABLE ALLOCATIONS LESSON		
Subject	Year 11	Year 12
English or English Language or Literature for Year 12 2024 only	7	7
5 subjects (Year 11) or 4 subjects + Study Block (Year 12)	7	7
Religion & Society or CAP	3	3



Art Creative Practice

Contact Libbie Rogers
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Scope of study

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies and values the meaningful and unique impact of artists on the development of arts knowledge, tradition, and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas and cultural values, beliefs, and viewpoints.

In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems and work independently and collaboratively to create and convey meaning through art making.

Throughout the study, students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques, and art processes. Students develop skills in research, art history, and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining, and resolving. Through Making and Responding and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies, and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers

Art Creative Practice cont'd

young people to be discerning and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Aims

This study enables students to:

- understand how the practices of artists and artworks reflect the values, beliefs and traditions of their own and other cultures.
- analyse, interpret and respond to artworks and ideas, both in their own work and in the work of others, using the support of the Interpretive Lenses.
- critically evaluate ideas and issues explored by historical and contemporary artists from different cultures and societies.
- develop personal ideas and expression through Making and Responding in art practice.
- employ practical skills in art making and develop conceptual understanding to inform aesthetic awareness and art practice.
- develop creative and critical thinking skills in individual responses to artworks and art practice.

Structure

UNIT 1: Interpreting artworks and exploring the creative practice

- Artists, Artworks and Audiences
- The Creative Practice
- Documenting and reflecting on The Creative Practice

UNIT 2: Interpreting artworks and developing the creative practice

- The Artist, Society and Culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative Practice

UNIT 3: Investigation, Ideas, Artworks and the Creative Practice

- Investigation and presentation
- Personal Investigation Using the Creative Practice

UNIT 4: Interpreting, Resolving and Presenting artworks and the Creative Practice

- Documentation and critique of the Creative Practice
- Resolution and Presentation of a Body of Work

Students complete:

- two SACs across Units 1 and 2.
- a body of work (SAT) across Unit 1, and 2.
- a body of Work (SAT) across Unit 3, and 4.
- one SAC in Unit 4.

Further information on the study design can be found at:

VCE Art Creative Practice 2023-2027

Dance

Contact Libbie Rogers
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Scope of study

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

Rationale

Dance communicates and gives expression to personal and social experiences. Humans have danced since the earliest times and dance continues to be a vibrant part of the cultural life of communities fulfilling a wide and dynamic range of roles.

VCE Dance involves students as performers, choreographers and audience. The study is designed to develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place. The movement vocabulary each student develops may reflect their experiences of dance in social, cultural,

therapeutic or other contexts. By exploring connections between practice and theory students can further enrich their experiences.

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. The study also prepares students to be discerning, reflective and critical viewers of dance and provides pathways to training and tertiary study in dance performance and associated careers within the dance industry.

Aims

This study enables students to:

- continually develop physical skills through regular and systematic dance training allowing a controlled and expressive personal movement vocabulary to emerge over time.
- develop safe dance practice through an anatomically aware and safe use of the body.
- develop skills required to learn and master movement sequences and demonstrate spatial awareness when dancing with others.
- develop their understanding of choreographic processes and the processes for realising dance performances.
- respond creatively and kinaesthetically to ideas, emotions, observations and explorations of movement to communicate an intention.
- observe, experience and write about dance in an analytical, a critical and a reflective manner .
- understand influences on dance works and the influences that these works have had on the arts, artists and society.

Dance cont'd

Structure

UNIT 1:

- Dance Perspectives
- Choreography and Performance
- Dance Technique and Performance
- Awareness and Maintenance of the Dancer's Body

UNIT 2:

- Dance perspectives
- Choreography and Performance
- Dance Technique and Performance

UNIT 3:

- Dance Perspectives
- Choreography, Performance and Analysis of a Skills-Based Solo Dance Work
- Dance Technique, Performance and Analysis of a Learnt Dance Work

UNIT 4:

- Dance Perspectives
- Choreography, Performance and Dance-Making Analysis

Students complete:

- eight SACs in Units 1 and 2.
- four SACs in Unit 3.
- two SACs in Unit 4.
- Solo performance examination (externally assessed).
- End of year written examination.

Further information on the study design can be found at:

VCE Dance 2019-2024

Drama

Contact Libbie Rogers
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Scope of study

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with the knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Drama cont'd

Aims

This study enables students to:

- develop, through practice and analysis, an understanding of drama as a way of communicating stories, ideas and meaning.
- examine contemporary drama practice, the work of selected practitioners and theorists and associated performance styles.
- devise, perform and evaluate solo and ensemble drama work.
- appreciate multiple traditions of drama practice across a range of contexts .
- explore processes for the creative development of new work.
- manipulate dramatic elements and production areas in devising and performing drama.
- develop and refine expressive and performance skills.
- engage with professional drama practice
- develop skills as creative and critical thinkers.
- foster their appreciation of drama as an art form.

Structure

UNIT 1: Introducing Performance Styles

- Creating a Devised Performance
- Presenting a Devised Performance
- Analysing a Devised Performance
- Analysing a Professional Drama Performance

UNIT 2: Australian Identity

- Using Australia as Inspiration
- Presenting a Devised Performance
- Analysing a Devised Performance
- Analysing an Australian Drama Performance

UNIT 3: Devised Ensemble Performance

- Devising and Presenting an Ensemble Performance
- Analysing a Devised Performance
- Analysing and Evaluating a Professional Drama Performance

UNIT 4: Devised Solo Performance

- Demonstrating Techniques of Solo Performance
- Devising a Solo Performance
- Analysing and Evaluating a Solo Performance

Students complete:

- five SACs in Units 1 and 2.
- three SACs in Unit 3.
- two SACS in Unit 4.
- Solo performance examination (externally assessed).
- End of year written examination.

Further information on the study design can be found at:

VCE Drama 2019-2024

Media

Contact Libbie Rogers
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Scope of study

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in

communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

The growth of social media platforms means information is produced, distributed and consumed with increased immediacy, raising questions about accountability, regulation and influence. This growth has led to competition with traditional media forms and established media institutions. Traditional media continues to have power and influence, competing, cooperating and evolving alongside social media platforms. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products.

Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Media cont'd

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography, and animation.

Aims

This study enables students to:

- investigate and analyse their and others' experience of the media.
- understand the codes and conventions that are used to construct media narratives and products.
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application.
- develop an understanding of the structure, nature and roles of media forms, products and contexts in the creation, production, distribution, consumption and reading of media products.
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged.
- examine and develop an understanding of the relationship between the media and audiences that produce and engage with it

- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society.
- develop and refine skills in critically understanding and analysing the significance, aesthetics and production of media products in a range of contexts and forms for different audiences.

Structure

UNIT 1: Media forms, representations and Australian stories

- Media Representations
- Media Forms in Production
- Australian Stories

UNIT 2: Narrative across media forms

- Narrative, Style and Genre
- Narratives in Production
- Media and Change

UNIT 3: Media narratives and pre-production

- Narratives and their Contexts
- Research, Development and Experimentation
- Pre-Production Planning

UNIT 4: Media production agency and control in and of the media

- Media Production
- Agency and Control in the Media

Students complete:

- four written SACs two SATS planning and creating a product in Units 1 and 2.
- two written SACs, and one SAT planning and creating a product in Units 3 and 4.

Further information on the study design can be found at:

VCE Media Study Design 2024-2028

Visual Communication Design

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Scope of study

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and

social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through

Visual Communication Design cont'd

exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Aims

This study enables students to:

- work independently and in collaboration to find, reframe and address human-centred design problems and opportunities.
- apply a design process to discover, define, develop and deliver design solutions.
- develop divergent and convergent thinking strategies.
- understand conceptions of good design.
- develop and apply skills in drawing and making, using a range of media, materials, methods and techniques.
- manipulate the design elements and principles to communicate ideas and information.
- apply ethical, legal, sustainable and culturally appropriate design practices.
- understand design's influence, and the influences of design in past, present and future contexts, including economic, technological, cultural, environmental and social factors.
- deliver and receive critical feedback using appropriate design terminology.

Structure

UNIT 1: Finding, Reframing And Resolving Design Problems

- Reframing Design Problems
- Solving Communication Design Problems
- Design's Influence and Influences on Design

UNIT 2: Design Contexts And Connections

- Design, Place and Time
- Cultural Ownership and Design
- Designing Interactive Experiences

UNIT 3: Visual Communication in Design Practice

- Professional Design Practice
- Design Analysis
- Design Process: Defining Problems and Developing Ideas

UNIT 4: Delivering Design Solutions

- Design Process: Refining and Resolving Design Concepts
- Presenting Design Solutions

Students complete:

- two written SACs four SATS researching, planning, and designing in Units 1 and 2.
- two written SACs, and one SAT researching, planning, and designing in Units 3 and 4.

Further information on the study design can be found at:

VCE Visual Communication Design Study Design 2024 - 2028

VCE English Subject Options

Contact Kate Jay
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Which English is right for me in Years 11 and 12?

Mainstream English Years 10/11/12	English Language Years 11/12	Literature Years 11/12	Foundation English (Year 10)	VM Literacy Years 11/12
<p>English explores how writers and directors present their views and values, and how they construct a text for a reader or audience.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> analysis of the ways writers argue their point of view in the media, using text and audio-visuals presenting a point of view on an issue writing two creative responses to a range of mentor texts writing a personal response to a text. considering the effect texts have on an audience analyse writer's and director's messages use metalanguage 	<p>English Language explores the construction of sentences and how the context influences language choices.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> word origins grammar changes in language over time sub-systems of language use metalanguage contemporary examples exploring audience and purpose language acquisition analytical commentaries on transcripts analysis of conversations, speeches advertisements. 	<p>Literature explores language and the stylistic and aesthetic qualities of texts and students' responses to these texts.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> writing creatively on a text writing a close analysis on passages from texts exploring critical theory investigating the contexts of texts unearthing the writer's views and values studying text adaptations classic and contemporary texts closely analysing language 	<p>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.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> writing interest-based podcasts writing resumes debating topics of interest communicating ideas and information effectively reading accurately to understand, organise and synthesise ideas and information. 	<p>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.</p> <p>Literacy skills corresponding with these social contexts include reading and writing for:</p> <ul style="list-style-type: none"> self-expression practical purpose knowledge public debate.
<p>A general course that covers many areas</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> interested in looking at the way the media manipulates audiences. wanting to choose a familiar course. wanting to build literacy skills. interested in careers in anything that requires you to read, write, speak and think. 	<p>Language analysis on steroids. (or the 'science' of English)</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> interested in English as a language or studying a second language. wanting to try something different, with more of a focus on metalanguage. interested in careers in speech pathology, sociology, teaching and where root words are important: medicine (veterinary and nursing), law, science and mathematics and advertising. 	<p>For those who love reading</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> interested in reading a variety of texts with different audiences and purposes. wanting to explore Literature. wanting to read texts from different time periods. interested in careers in writing, law, criticism, journalism, publicity, publishing, media and education. 	<p>For those who want to improve written and oral skills.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> interested in improving their written and oral skills. interested in learning how to write a resume, answer emails professionally and write for specific purposes. who would prefer to read and respond to a range of reading material rather than a close focus on one text. 	<p>For those who want an applied learning approach without exams.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> who like to complete assessments based on their own interests. who wish to develop Literacy skills with a specific focus on VET specific skills. who work collaboratively on tasks individually, in pairs and in small groups. who like to present work in a variety of forms to the class. interested in careers following a TAFE course, apprenticeships, nursing, allied health.

VCE English Subject Options cont'd

In Year 10 Students will ...	English Term 2,3,4	English Language Term 2	Literature Term 1	Foundation English All Year
Write essays	✓	✓	✓	✗
Write creatively	✓	✗	✓	✓
Read:	✓	✓	✓	✓
• novels	✓	✗	✓	perhaps
• short stories	✓	perhaps	✓	✓
• articles	✓	✓	✓	✓
• film	✓	✓	✓	✓
• poetry	✗	✓	✓	✗
• non-fiction texts	✓	✓	✓	✓
• academic articles or criticism	✓	✓	✓	✗
• conversations	perhaps	✓	✗	✗
• advertisements	✓	✓	✗	✓
Complete an oral presentation	✓	✗	✓	✓
Participate in class discussions	✓	✓	✓	✓
Complete learning tasks and assessment tasks	✓	✓	✓	✓

English

Contact Kate Jay
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Scope of study

VCE English and English as an Additional Language (EAL) focuses on how English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

English cont'd

Aims

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests.
- enhance their understanding, enjoyment and appreciation of the English language through all modes.
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres.
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding.
- convey ideas and demonstrate insight convincingly and confidently.
- create print, digital and spoken texts.
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

Structure

UNIT 1:

- Reading and exploring texts
- Crafting texts

UNIT 2:

- Reading and exploring texts
- Exploring argument

UNIT 3:

- Reading and responding to texts
- Creating texts

UNIT 4:

- Reading and responding to texts
- Analysing argument

Assessment

In Units 1 and 2 English, students complete a personal response to a set text and two student-created texts with a description of the writing process.

Students will complete an analytical response to a set text, an analysis of the use of argument and an oral presentation of a point of view.

In Unit 3 and 4, students complete an analytical response to a text, two further written responses and a reflective commentary, an analytical response to argument and a point of view oral presentation.

Further information on the study design can be found at:

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

English Language

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Scope of study

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us, and the society in which we live. These understandings enhance the skills for effective communication in all contexts.

VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. It is a study that builds on our experiences of Standard Australian English (SAE) and language varieties across numerous contexts, including in the classroom. It connects directly with key concepts embedded in the Victorian Curriculum F–10: English, including the language modes, the roles played by context, purpose and audience in any engagement with text, and the ways in which textual form contributes to creating meaning.

VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

The study of VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.

Rationale

The study of VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. This focus provides students with fresh insights into their language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives.

Throughout their learning, students engage with the ways in which language is structured, the history of English and its variations both geographically and temporally, theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and the ways in which language can be used to construct and deconstruct identity. Students consider their own language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore the ways in which language use is adapted in consideration of formality, situational and cultural contexts, purpose, and function.

In this study students read widely to further develop their analytical skills and to build their understanding of linguistics. Students are expected to read and study a range of historical and contemporary texts, drawn from a variety of contexts and forms, including academic texts and publications.

The study of VCE English Language enables students to further develop and refine their skills in reading, writing, speaking and listening to English. They become proficient in analysing and assessing language use and develop their abilities in effective communication. Through the exploration of

English Language cont'd

language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.

Aims

This study enables students to:

- appreciate the historical, social and cultural roles of language in their lives.
- describe and analyse the structures, features and functions of spoken and written English language using appropriate metalanguage.
- investigate language acquisition, language choice, use and variation, and language change over time.
- reflect on and evaluate attitudes to language in historical, contemporary and individual contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian Englishes.
- explore and analyse the interplay between convention and creativity in language use.
- develop an awareness of the critical, intentional and innovative use of language and apply this to their own writing and speaking.
- become engaged, skilled and effective communicators.

Further information on the study design can be found at:

VCE English Language 2024-2028

Structure

UNIT 1: Appreciate the historical, social and cultural roles of language in their lives

- Describe and analyse the structures, features and functions of spoken and written English language using appropriate metalanguage
- Investigate language acquisition, language choice, use and variation, and language change over time
- Reflect on and evaluate attitudes to language in historical, contemporary and individual contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian Englishes
- Explore and analyse the interplay between convention and creativity in language use
- Develop an awareness of the critical, intentional and innovative use of language and apply this to their own writing and speaking
- Become engaged, skilled and effective communicators
- The nature and functions of language
- Language acquisition

UNIT 2: Language change

- English across time
- Englishes in contact

UNIT 3: Language variation and purpose

- Informality
- Formality

UNIT 4: Language variation and identity

- Language variation in Australian society
- Individual and group identities

Assessment

Students will complete three SACs in Unit 1 and Unit 2. Students will complete four SACs in Unit 3 and Unit 4.

Suitable tasks for assessment in these units may include a folio, essay, investigative report, analytical commentary, short answer questions.

VCE-VM Literacy

Contact Kate Jay

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Scope of study

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Rationale

Literacy empowers students to read, write, speak, and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to, and create texts for a variety of settings.

Students' development of literate practices includes an emphasis on critical literacy so that they understand the social nature of language and how texts position readers in relation to particular ideologies.

VCE-VM Literacy cont'd

Aims

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, further study, and their own life skills, needs, and aspirations.
- participate in discussion, exploration, and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.
- discuss and debate the ways in which values of workplace, community and person are represented in different texts.
- present ideas in a thoughtful and reasoned manner.

Structure

UNIT 1:

- Literacy for personal use
- Understanding and creating digital texts.

UNIT 2:

- Understanding issues and voices
- Responding to opinions

UNIT 3:

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts

UNIT 4:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Assessment

Assessment tools are used in VCE-VM to collect evidence to make a judgement as to whether the outcomes have been met by a student. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Assessments can include – journals, research tasks, visual and oral presentations, performances, digital documents etc. They will be adapted to ensure that multiple opportunities are given to satisfactorily meet the outcomes for each individual student.

Further information on the study design can be found at:

VCE VM Literacy 2023-2027

Literature

To be studied in addition to English or English Language at Year 11 in 2024

Contact Kate Jay

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Scope of study

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts).
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text.
- an ability to understand and explore multiple interpretations of a text.
- an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically, to appreciate the aesthetic qualities of texts, and to write creatively and analytically.

VCE Literature enables students to examine the historical, social, and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms, and diverse social and cultural contexts.

Rationale

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Literature cont'd

To be studied in addition to English or English Language at Year 11 in 2024

Aims

This study enables students to:

- enjoy reading a range of challenging literary texts.
- approach unfamiliar texts and negotiate diverse literary territories with confidence.
- explore the ways in which authors craft their writing.
- recognise there are many possible ways of interpreting literary texts.
- develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning.
- write creatively and critically, and develop their individual voice.
- consider the views of others, including when developing interpretations.
- express their ideas, through all language modes, with insight and flair.

Structure

UNIT 1:

- Reading practices
- Exploration of literary movements and genres

UNIT 2:

- Voices of country
- The text in its context

UNIT 3:

- Adaptations and transformations
- Developing interpretations

UNIT 4:

- Creative responses to texts
- Close analysis of texts

Assessment

In Units 1 and 2 Literature, students complete two close analyses of passages from a set text, two analytical essays, a creative response to texts, and an oral presentation.

In Units 3 and 4, students complete a comparative adaptations essay, an oral close analysis, a Literary perspectives essay, a creative response and passage analysis and a written close analysis of set texts.

Further information on the study design can be found at:

VCE Literature 2023-2027

Health & Human Development

Contact Vicki Godfrey
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Scope of study

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable, and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work, and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global,

and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing are to themselves and to families, communities, nations, and global society. Students explore the complex interplay of biological, sociocultural, and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Health & Human Development cont'd

Aims

This study enables students to:

- understand the complex nature of health and wellbeing, and human development.
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors .
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.
- develop understanding of the Australian healthcare system and the political and social values that underpin it.
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions.
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs.
- propose and implement action to positively influence health and wellbeing, and human development outcomes at individual, local, national and/or global levels.

Structure

UNIT 1: Understanding health and wellbeing

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

UNIT 2: Managing health and development.

- Developmental transitions
- Health care in Australia

UNIT 3: Australia's health in a globalised world

- Understanding health and wellbeing
- Promoting health and wellbeing

UNIT 4: Health and Human Development in a Global Context

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Assessment

Students will complete two SACs in Unit 1, Unit 2, Unit 3 and Unit 4.

Suitable tasks for assessment in these units may include a case study analysis, structured questions, and data analysis.

Further information on the study design can be found at:

**VCE Health & Human Development
2018-2024**

Physical Education

Contact Vicki Godfrey
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Scope of study

VCE Physical Education explores the complex inter-relationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It also examines behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport, and exercise.

Through integrated physical, written, oral, and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise, and physical activity.

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion, and related careers.

Physical Education cont'd

Aims

This study enables students to:

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport, and exercise.
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce, and refine movement.
- critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing, and measuring of key parameters.

Structure

UNIT 1: The human body in motion

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

UNIT 2: Physical activity, sport, and society

- What are the relationships between physical activity, sport, health, and society?
- What are the contemporary issues associated with physical activity and sport?

UNIT 3: Movement skills and energy for physical activity

- How are movement skills improved?
- How does the body produce energy?

UNIT 4: Training to improve performance

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment

Students will complete two SACs in Unit 1 and Unit 2. They will complete three SACs in Unit 3 and four SACs in Unit 4.

Suitable tasks for assessment in these units may include a case study analysis, structured questions, laboratory report, written report, reflective folio and data analysis.

Further information on the study design can be found at:

VCE Physical Education 2017-2024

Outdoor & Environmental Studies

Contact Vicki Godfrey
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Scope of study

VCE Outdoor and Environmental Studies develops students' understanding of outdoor environments, and the ways in which humans interact with, relate to, and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future.

Outdoor experiences suited to this study are a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushlands, forests, urban parks, cultural and historical sites, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study. The duration of activities undertaken should include a range of multi-day/journey-based activities, half/whole-day activities and class-time activities on school campus grounds, or in the nearby local environment.

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through these experiences, students learn to respect and value these landscapes and their living cultural history.

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present, and take action for a sustainable futures.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these

places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups, how these groups generate a range of impacts on outdoor environments, pressures and tensions between user groups, and issues concerning the preservation and sustainability of outdoor environments.

VCE Outdoor and Environmental Studies enables students to critically analyse different human relationships with outdoor environments and their subsequent effects, including socio-ecological issues at local and national levels. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

Aims

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments through practical experiences varying in duration.
- develop an understanding of the ecological, historical, cultural, economic and social factors that have affected and will continue to affect the health of a range of different outdoor environments.
- develop practical skills, knowledge and behaviours that promote safe and sustainable interaction with varied outdoor environments, both local and afar.
- identify, analyse and contribute to the strategies used to protect, conserve and manage outdoor environments in a sustainable manner.

- develop an understanding of historical and contemporary Indigenous peoples' relationships with outdoor environments via knowledge systems and traditional management techniques.
- understand the role of environmental policy in maintaining the health of outdoor environments in Australia, including the influence of the public in shaping local, state and federal government legislation.

Structure

UNIT 1: Connections with outdoor environments

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

UNIT 2: Discovering outdoor environments

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

UNIT 3: Relationships with outdoor environments

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

UNIT 4: Sustainable outdoor environments

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

Assessment

Students will complete two SACs in Unit 1, Unit 2, Unit 3 and three SACs in Unit 4.

Suitable tasks for assessment in these units may include a case study analysis, structured questions, journal reflection, written report and data analysis.

Further information on the study design can be found at:

**VCE Outdoor and Environmental Studies
2024-2028**

Accounting

Contact Vanessa Leaver
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Scope of study

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management, and corporate or personal financial planning.

Aims

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user.
- develop an understanding of the role of accounting in the management and operation of a business..
- develop skills in the use of ICT in an accounting system.
- develop an understanding of ethical considerations in relation to business decision-making.
- develop the capacity to identify, analyse and interpret financial data and accounting information.
- develop and apply critical thinking skills to a range of business situations.
- use financial and other information to improve the accounting decision-making within a business.

Accounting cont'd

Structure

UNIT 1: Role of accounting in business

- The role of accounting
- Recording financial data and reporting accounting information for a service business

UNIT 2: accounting and decision-making for a trading business

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

UNIT 3: Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

UNIT 4: Recording, reporting, budgeting and decision making

- Extension of recording and reporting
- Budgeting and decision-making

Assessment

Students will complete two SACs in Units 1, 3 and 4, and three SACs in Unit 2.

Suitable tasks for assessment in these units may be selected from the following:

- a folio of exercises (manual methods and ICT).
- structured questions (manual methods and ICT).
- an assignment including use of ICT.
- a case study including use of ICT.
- a classroom presentation including use of ICT.
- a feasibility investigation of a business venture including use of ICT.
- a report utilising ICT.

Further information on the study design can be found at:

VCE Accounting 2019-2024

Economics

Contact Vanessa Leaver
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Scope of study

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Rationale

The study of Economics examines the role of consumers, businesses, governments, and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services, and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying Economics, students develop a range of skills, including an ability to gather, organise, analyse, and synthesise a wide selection of economics information. They undertake independent inquiry, think critically, and work collaboratively with their peers to develop viable solutions to

contemporary economic issues. They consider the way in which economic agents respond to incentives, and disincentives, make trade-offs, weigh up costs and benefits, and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Over time, the changing nature of work will require students to be equipped with the kinds of transferrable, problem-solving, communication, evaluation, and critical analysis skills developed through the study of economics. These skills can be used across many employment fields, including foreign affairs, banking, finance, health, environment, and education. Economics leads to a broad range of career options such as economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner, and many more.

Aims

This study enables students to:

- develop skills that equip them for active participation in contemporary debate.
- evaluate the effectiveness of government policy responses.
- develop a critical perspective and think creatively about approaches to economic problems.

Economics cont'd

- understand how the Australian economy operates, including the role of consumers, businesses, and governments and other key groups in the economy.
- understand and apply relevant economic theories and concepts.
- use economic methods of inquiry and tools to analyse the economic causes and consequences of contemporary events on local, national and international economies.
- apply economic frameworks to make rational, informed decisions that are important in everyday life.
- foster an understanding of how Australia's economic relationships with other economies affect living standards and long-term prosperity.

Structure

UNIT 1: Economic decision-making

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

UNIT 2: Economic issues and living standards

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

UNIT 3: Australia's living standards

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the international economy

UNIT 4: Managing the economy

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Assessment

Students will complete three SACs in Units 1 and 3, and two SACs in Unit 2 and 4.

Suitable tasks for assessment in these units may be selected from the following:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

Further information on the study design can be found at:

[VCE Economics 2023-2027](#)

Business Management

Contact Vanessa Leaver
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Scope of study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE *Business Management Study Design* follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers, and investors.

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Business Management cont'd

Aims

This study enables students to:

- understand and apply business concepts, principles and terminology.
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these.
- understand the relationships that exist between a business and its stakeholders.
- recognise the contribution and significance of business within local, national and global markets.
- analyse and evaluate the effectiveness of management strategies in different contexts.
- propose strategies to solve business problems and take advantage of business opportunities.

Structure

UNIT 1: Planning a business

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

UNIT 2: Establishing a business

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

UNIT 3: Managing a business

- Business foundations
- Human resource management
- Operations management

UNIT 4: Transforming a business

- Reviewing performance- the need for change
- Implementing change

Assessment

Students will complete three SACs in Units 1 and 3, and two SACs in Unit 2 and 4.

Suitable tasks for assessment in these units may be selected from the following:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

Further information on the study design can be found at:

VCE Business Management 2023-2027

History

Contact Vanessa Leaver
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Scope of study

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental, and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places, and ideas. Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups, and movements. Students of VCE History develop social, political, economic, and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

History cont'd

Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry.
- ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence.
- develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance.
- explore a range of eras and periods, events, people, places, ideas, and historical perspectives to develop a broad understanding of the past.
- engage with historical interpretations and the contested debates between historians, in an informed and critical manner.
- recognise how our understanding of the past informs decision-making in the present.
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.
-

Structure

UNIT 1: Change and conflict

- Ideology and conflict
- Social and cultural change

UNIT 2: The changing world order

- Causes, course and consequences of the Cold War
- Challenge and change

UNIT 3: The American Revolution

- Causes of revolution
- Consequences of revolution

UNIT 4: The Russian Revolution

- Causes of revolution
- Consequences of revolution

Assessment

Students will complete two SACs across Units 1 through 4.

Suitable tasks for assessment in these units may be selected from the following:

- an historical inquiry
- evaluation of historical sources
- extended responses
- an essay.

Further information on the study design can be found at:

VCE History 2022-2026

Legal Studies

Contact Vanessa Leaver
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Scope of study

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access.

- Fairness: all people can participate in the justice system and its processes should be impartial and open
- Equality: all people engaging with the justice system and its processes should be treated in the same way. If the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- Access: all people should be able to engage with the justice system and its processes on an informed basis.

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Legal Studies cont'd

Aims

This study enables students to:

- understand and apply legal terminology, principles and concepts.
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions.
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform.
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia.
- analyse the methods and institutions that determine criminal cases and resolve civil disputes.
- examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

Structure

UNIT 1: The presumption of innocence

- Legal foundations
- Proving guilt
- Sanctions

UNIT 2: Wrongs and rights

- Civil liability
- Remedies
- Human rights

UNIT 3: Rights and justice

- The Victorian criminal justice system
- The Victorian civil justice system

UNIT 4: The people, the law and reform

- The people and the law-makers
- The people and reform

Assessment

Students will complete three SACs in Units 1 and 2, and two SACs in Units 3 and 4.

Suitable tasks for assessment in these units may be selected from the following:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

Further information on the study design can be found at:

VCE Legal Studies 2024-2028

Languages

Contact Nicole Hacking
Email hacking_n@materchristi.edu.au

Subject Description

VET CERTIFICATE III IN APPLIED LANGUAGE (MANDARIN) 11VC3

Students in Year 11 will continue with the Certificate III in Applied Language (Mandarin) that they commenced in Semester 2 in Year 10.

This course is auspiced by Ripponlea Institute (RTO 21230)

Structure

CODE	UNIT OF COMPETENCY	HRS
NAT11074001	Conduct routine oral communication for social purposes in Chinese	70
NAT11074002	Conduct routine workplace oral communication in a LOTE	70
NAT11074003	Read and write routine documents for social purposes in Chinese	70
NAT11074004	Read and write routine work-place documents in a Chinese	70

Assessment

Assessment may include listening assessment tasks, oral presentations, reading comprehension and various writing tasks.

Subject Description

FRENCH

Scope of study

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French

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

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Rationale

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy, and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French

Languages cont'd

also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents is of interest to students. There are many similarities between the two grammatical systems, such as the basic subject-verb-object order, but also differences, such as in the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is different for English-speaking students, including some different sounds for individual letters. Some letters are silent, and the liaisons, intonation and rhythm patterns are different.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating, and interpreting.

Aims

This study enables students to:

- communicate with others in French in interpersonal, interpretive and presentational contexts.
- understand the relationship between language and culture.
- compare cultures and languages and enhance intercultural awareness.
- understand and appreciate the cultural contexts in which French is spoken.
- learn about language as a system and themselves as language learners.
- make connections between different languages, knowledge and ways of thinking.
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning, and the world of work.

Structure

UNIT 1:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 2:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 3:

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 4:

- Interpersonal communication
- Interpretive communication
- Presentational communication

Assessment

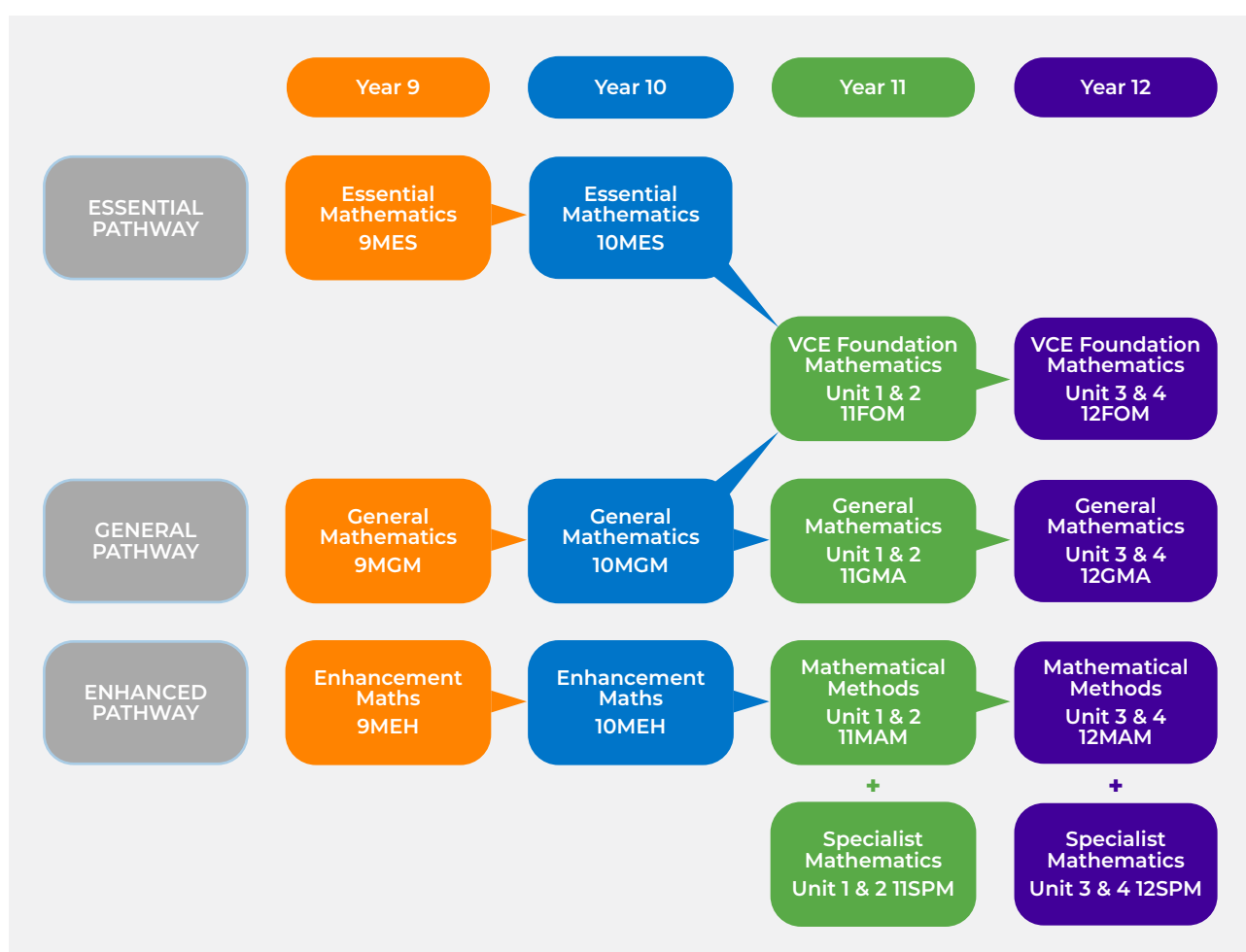
Students will complete three SACs across Units 1, 2 and 3, and two SACs in Unit 4. Suitable tasks for assessment in these units may include conversations, interview or role-plays, presentations, a variety of reading and listening comprehension. Students demonstrate their writing skills by producing a range of text types for different purposes.

Further information on the study design can be found at: [VCE French 2019-2027](#)

Mathematics Pathways

Contact Paul Miller
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Mathematics Pathways to VCE



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

Contact Paul Miller

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Scope of study

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes, and skills in practical and theoretical contexts.

Aims

This study enables students to:

- develop mathematical concepts, key knowledge and skills.
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar.
- apply computational thinking and algorithms, and use technology effectively as a tool for working mathematically.

Subject Description

FOUNDATION MATHEMATICS

This subject provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work, and in study.

Structure

UNIT 1:

- Working with maths in the real world
- Place value, fractions, percentages and rates
- Operating with numbers
- Describing relationships with algebra
- Statistics
- Comparing and analysing data

UNIT 2:

- Organising your money
- GST, tax and superannuation
- Household expenses
- Shapes in the world around us
- Measurement
- Location and direction

UNIT 3:

- Investing money
- Fractions, decimals and percentages
- Statistics
- Measurement
- Borrowing money
- Designing using 2D and 3D shapes
- Interpretive communication
- Presentational communication

UNIT 4:

- Equations and formulas
- Ratio and variation
- House plans
- Running a business
- Analysing data with two numerical variables
- Paying tax and superannuation
- Surface area and volume
- The Australian economy

Assessment

Unit 1 and 2 - six SACs and a mid and end-of-year exam.

Unit 3 and 4 - three SACs and an end-of-year exam.

Suitable tasks for assessment in these units may include tests, modelling tasks, problem-solving tasks, and mathematical investigations.

Mathematics cont'd

Subject Description

GENERAL MATHEMATICS

This subject provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Structure

UNIT 1:

- Percentages and ratios
- Investigating and comparing data distributions
- Sequences and finance
- Matrices
- Linear relations and modelling

UNIT 2:

- Investigating relationships between two numerical variables
- Graphs and networks
- Variation
- Measurement, scale and similarity
- Applications of trigonometry

UNIT 3:

- Data analysis
- Recursion and financial modelling

UNIT 4:

- Matrices
- Networks and decision mathematics

Assessment

Unit 1 and 2 - six SACs and a mid and end-of-year exam.

Unit 3 and 4 - four SACs and two end-of-year exams.

Suitable tasks for assessment in these units may include tests, modelling tasks, problem-solving tasks and mathematical investigations.

Subject Description

MATHEMATICAL METHODS

This subject provides for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, Science, Technology, Engineering, and Mathematics (STEM), Humanities, Economics and Medicine.

Structure

UNIT 1:

- Linear functions and coordinate geometry
- Functions and relations
- Polynomial functions
- A gallery of graphs
- Transformations

UNIT 2:

- Probability and counting methods
- Exponential functions and logarithms
- Circular functions
- Calculus

UNIT 3:

- Functions and relations
- Coordinate geometry
- Transformations
- Polynomial functions
- Exponential and logarithmic functions
- Circular functions
- Further functions
- Differential calculus

UNIT 4:

- Integral calculus
- Probability and statistics

Assessment

Unit 1 and 2 - six SACs and a mid and end-of-year exam.

Unit 3 and 4 - three SACs and two end-of-year exams.

Suitable tasks for assessment in these units may include tests, modelling tasks, problem-solving tasks and mathematical investigations.

Mathematics cont'd

Subject Description

SPECIALIST MATHEMATICS

This subject provides for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Structure

UNIT 1:

- Algebra
- Number systems and sets
- Sequences and series
- Proof
- Logic
- Algorithms
- Combinatorics
- Matrices
- Graph theory

UNIT 2:

- Simulation, sampling and sampling distributions
- Trigonometric ratios and applications
- Trigonometric identities
- Graphing functions and relations
- Complex numbers
- Transformations
- Vectors
- Kinematics

UNIT 3:

- Logic and proof
- Circular functions
- Vectors
- Complex numbers
- Differential and integral calculus
- Differential equations
- Kinematics

UNIT 3:

- Vector functions and vector calculus
- Random variables
- Confidence intervals and hypothesis testing

Assessment

Unit 1 and 2 - six SACs and a mid and end-of-year exam.

Unit 3 and 4 - three SACs and two end-of-year exams.

Suitable tasks for assessment in these units may include tests, modelling tasks, problem-solving tasks and mathematical investigations.

Further information on the study design can be found at:

VCE Mathematics 2023-2027

Compulsory Religious Education

Contact Andriana Tsikouris
Email tsikouris_a@materchristi.edu.au

In Year 11 students may choose to undertake Religion & Society Unit 1 or Religion and Society Units 3 & 4 (accelerated VCE study for students who meet the criteria) or College-based Catholic Action Program (CAP). They may not choose CAP in both Years 11 and 12. In Year 12, students may choose to undertake Religion & Society Unit 2, Religion and Society Units 3 & 4 or College-based Catholic Action Program (CAP). 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 obtain a study score and complete their course after sitting the end of year VCAA examination, as per their other Unit 3 and 4 studies.

Subject Description

RELIGION AND SOCIETY

Scope of study

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

Religious traditions develop and evolve over time through the participation and contribution of members and through interactions with society. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Religion initiates changes to society and vice versa, and the consequences of these dynamic processes are part of the scope of this study. Some religious traditions continue to thrive while others have declined or disappeared, or parts of them have been assimilated into other religions, which allows their ideas to live on in some form. New religious movements can develop into religious traditions.

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

For the purposes of this study, the term 'religion' can be understood as encompassing all related phenomena, including spiritualities.

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played, and continues to play, a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority, and justice. However,

Compulsory Religious Education cont'd

religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals; conversely, society has not always interacted positively with religion and has at times supported the unethical behaviour of religions and individuals.

The study of Religion and Society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their spiritual and religious traditions negotiate significant ethical issues. Spiritualities and religious traditions offer value systems that guide their adherents' interactions with society and influence society's decision-making. This study offers an insight into the spiritual and religious beliefs and other aspects of religion that express these value systems. Students study the role of religion in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Through the study of Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role overall but an enhanced role in other settings.

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy,

sociology, journalism, politics, and international relations.

Aims

This study enables students to:

- understand the nature and purpose of spirituality, religion and new religious movements.
- understand and respect the spirituality and religious beliefs of others, and acknowledge their freedom and right to hold those religious beliefs.
- discuss the nature and purpose of religion in the human search for meaning.
- understand the interplay between society and individual identity formation through membership of spiritualities, religious traditions and religious denominations.
- reflect on the capacity of spirituality and religion to provide ways of making meaning from significant life experiences for individuals.
- reflect on the interaction between society and the collective identity engendered by spiritualities, religious traditions and religious denominations.
- analyse the ongoing interaction between society and religion, and their influence upon each other, including in debate about important religious, cultural, political, social and ethical issues.

Compulsory Religious Education cont'd

Structure

UNIT 1: The role of religion in society

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

UNIT 2: Religion and ethics

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

UNIT 3: The search for meaning

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

UNIT 4: Religion, challenge and change

- Challenge and response
- Interaction of religion and society

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 1 school assessed coursework
(three SACs)

Unit 2 school assessed coursework
(three SACs)

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

Subject Description

CATHOLIC ACTION PROGRAM

The 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 Catholic Action Program application form 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.

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Biology

Contact Denise Raven
Email raven_d@materchristi.edu.au

Scope of study

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

Aims

This study enables students to develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level, organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species.

Biology cont'd

Structure

UNIT 1: How do organisms regulate their functions?

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

UNIT 2: How does inheritance impact on diversity?

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

UNIT 3: How do cells maintain life?

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

UNIT 4: How does life change and respond to challenges?

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment

Assessments may include, a case study analysis, student-designed scientific investigation, scientific poster, data analysis of primary and/or secondary data, media analysis, a modelling or simulation activity, a response to a bioethical issue, a report of a laboratory or fieldwork activity.

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 Study Design 2022 - 2026

Chemistry

Contact Denise Raven
Email raven_d@materchristi.edu.au

Scope of study

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Rationale

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Aims

This study enables students to:

- develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society.
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts.
- develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy, while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product.

Chemistry cont'd

Structure

UNIT 1: How can the diversity of materials be explained?

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

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

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

UNIT 3: how can design and innovation help to optimise chemical processes?

- What are the current and future options of supplying energy?
- How can the rate and yield of a chemical reactions be optimised?

UNIT 4: How are carbon-based compounds designed for purpose?

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?

Assessment

Assessments may include a comparison and evaluation of chemical concepts from two practical activities. Analysis and evaluation of data, problem solving applied to real world contexts. Analysis and evaluation of chemical innovations and student designed scientific investigation presented as a scientific poster.

Unit 3/4

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 Chemistry Study Design 2023 - 2027

Physics

Contact Denise Raven
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Scope of study

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics, and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse, and make predictions about diverse physical phenomena.
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts.

Physics cont'd

Structure

UNIT 1: How is energy useful to society?

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

UNIT 2: How does physics help us to understand the world?

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

UNIT 3: How do fields explain motion and electricity?

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

UNIT 4: How have creative ideas and investigation revolutionised thinking in physics?

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

Assessment

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

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

Psychology

Contact Denise Raven
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Scope of study

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning, and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions, and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support, and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Aims

This study enables students to:

- develop knowledge and understanding of psychological models, theories, and concepts to describe, explain, analyse and predict human thoughts, emotions, and behaviour.
- understand and apply a biopsychosocial approach to human thoughts, emotions, and behaviour.
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing.

Psychology cont'd

Structure

UNIT 1: How are behaviour and mental processes shaped?

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

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

- How are people influenced to behave in particular ways?
- How are people influenced to behave in particular ways?
- How do scientific investigations develop understanding of influences on perception and behaviour?

UNIT 3: How does experience affect behaviour and mental processes?

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

UNIT 4: How is wellbeing supported and maintained? How does sleep affect mental processes and behaviour?

- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

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.

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

Product Design & Technology

Contact Sara Mugridge
Email mugridge_s@materchristi.edu.au

Scope of study

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society, and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the form, function, and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making, and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies, and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique, and iterate product solutions. Students prototype and test using a variety of materials, tools, and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools, and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools, and processes. They study and experience a variety of design specialisations.

Rationale

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (inter-relationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course.

Product Design & Technology cont'd

Aims

This study enables students to:

- understand sustainability and other ethical responsibilities that a designer addresses to embed social, environmental, economic and worldview considerations when designing and creating for identified needs and opportunities with the end users.
- use design thinking strategies – critical, creative and speculative – in the process of product development.
- employ a design process to generate and communicate multiple creative ideas, concepts and product design options, using a range of visual techniques and prototypes to develop viable solutions to needs and opportunities.
- explore, test and use a wide range of materials, as well as explore the characteristics and properties that inform their use in a variety of contexts.
- practise methods of sourcing, processing, producing and assembling materials, and acknowledge their environmental, social, economic and psychological implications.
- develop, document and follow safe methods of working with technologies, across a range of materials, tools and processes.
- apply project management techniques to ensure production is delivered according to budget and timelines.
- analyse, evaluate and critique the appropriateness of designed products.

Further information on the study design can be found at: **VCE Product Design and Technology Study Design 2024-2028**

Structure

UNIT 1: Design Practices

- Developing and conceptualising designs
- Generating, designing and producing

UNIT 2: Positive impacts for end users

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

UNIT 3: Ethical product design and development

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

UNIT 4: Ethical production and evaluation

- Managing production for ethical designs
- Evaluation and speculative design

Assessment

All assessments at Unit 1 and 2 are school based. Students are required to demonstrate two outcomes, a creation of a folio and a finished product.

Unit 3 students develop a product design folio and do an analysis of a case study.

Unit 4 students produce and evaluate a product of ethical design.

A final study score is determined by:

Unit 3 - School assessed coursework	10%
Unit 4 - School assessed coursework	10%
Unit 3 and 4 school assessed task	50%
Unit 3 and 4 end of year examination	30%

VCE-VM – Personal Development Skills

Contact Monica Kutt
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Scope of study

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement, and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning, and teamwork to support students to engage in their work, community, and personal environments.

Through self-reflection, independent research, critical and creative thinking, and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Rationale

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected, and forward-thinking communities?

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety, and resilience.

VCE-VM – Personal Development Skills cont'd

Aims

This study enables students to:

- develop a sense of identity and self-worth.
- understand and apply concepts that support individual health and wellbeing.
- access, critique, synthesise and communicate reliable information.
- explain the role of community and the importance of social connectedness.
- practise the rights and responsibilities of belonging to a community.
- recognise and describe the attributes of effective leaders and teams.
- set and work towards the achievement of goals.
- work independently and as part of a team to understand and respond to community need.
- evaluate and respond to issues that have an impact on society.
- develop capacities to participate in society as active, engaged and informed citizens.

Structure

UNIT 1: Healthy Individuals

- Personal identity and emotional intelligence
- Community Health and wellbeing
- Promoting a healthy life

UNIT 2: Connecting with Community

- What is community?
- Community cohesion
- Engaging and supporting community

UNIT 3: Leadership and teamwork

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

UNIT 4: Community Project

- Planning a community project
- Implementing a Community project
- Evaluating a community project

Assessment

Assessment tools are used in VCE-VM to collect evidence to make a judgement as to whether the outcomes have been met by a student. An assessment tool is a method to collect evidence on the standard reached by students, and can be a task or a teacher observation using a checklist.

Assessments can include – journals, research tasks, visual and oral presentations, performances, and digital presentations.

Further information on the study design can be found at:

VCE Vocational Major Personal Development Skills 2023-2027

VCE-VM – Work Related Skills

Contact Monica Kutt
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Scope of study

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work, workplace skills and capabilities, industrial relations and the workplace environment and practice, and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Rationale

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness, and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills, and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Aims

This study enables students to:

- understand and apply concepts and terminology related to the workplace.
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual.
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals.
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

VCE-VM – Work Related Skills cont'd

Structure

UNIT 1: Careers and Learning for the Future

- Future careers
- Presentation of career and education goals

UNIT 2: Workplace skills and Capabilities

- Skills and capabilities for employment and further education
- Transferable skills and capabilities.

UNIT 3: Industrial relations, workplace environment and practice

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration.

UNIT 4: Portfolio preparation and presentation

- Portfolio development
- Portfolio presentation

Assessment

Assessment tools are used in VCE VM to collect evidence to make a judgement as to whether the outcomes have been met by a student. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

Assessments can include – journals, research tasks, visual and oral presentations, performances, and digital presentations

Further information on the study design can be found at:

**VCE Vocational MajorWork Related Skills
2023-2027**

VET Studies offered onsite at Mater Christi College

Contact Sara Mugridge
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VET 224880VIC CERTIFICATE II IN SMALL BUSINESS (OPERATIONS/INNOVATION)

The VET 224880VIC Certificate II in Small Business (Operations/Innovation) is provided by Mater Christi College in partnership with the RTO, Ripponlea Institute (RTO 21230).

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

Upon completion of all course requirements, the RTO will issue a Certificate. Where a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

AUSPICED BY: RIPPONLEA INSTITUTE (RTO 21230)

Structure

CORE		Year For Delivery	Student Year Level
VU22520	Contribute to small business operations and innovation (50)	2024	11 & 12
VU22521	Develop elementary skills for small business environments (50)	2025	11 & 12
VU22522	Identify small business policies and procedures* (40)	2025	11 & 12
VU22523	Undertake basic market research and promotion for a small business product or service (60)	2025	11 & 12
VU22524	Participate in small business quality processes (25)	2024	11 & 12
VU22525	Assist with the presentation of public activities and events (25)	2024	11 & 12
VU22526	Follow procedures for routine financial activities of a small business (20)	2025	11 & 12
* BSBWHS201	Contribute to health and safety of self and others (20)	2024	11
* Note that BSBWHS201 is a pre-requisite for this Unit.			
ELECTIVES – Select four			
VU22527	Contribute to small business planning (40)	2024	11 & 12
BSBWOR202	Organise and complete daily work activities (20)		
SITXCCS006	Provide service to customers (25)	2025	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)	2024	11 & 12
FNSFLT301	Be Money Smart (40)		
BSBPRO301	Recommend products and services (20)	2025	11 & 12
FNSFLT401	Be Money Smart through a career in small business (40)		

Assessment

Assessment may include oral presentations, knowledge questions, observation checklist and competency specific activities.

The VCE VET Small Business program does not offer scored assessment.

Further information on the program can be found at: [VCE Vet Small Business](#)

VET Studies offered onsite at Mater Christi College cont'd

SIT20322 CERTIFICATE II IN HOSPITALITY

The SIT20322 Certificate II in Hospitality is provided by Mater Christi College in partnership with the RTO, Access Australia Group Limited (RTO 4603).

This course is a training program that provides students with a nationally recognised qualification for the Hospitality industry. The qualification provides the skills and knowledge for a student to be competent in a range of skills relevant to hospitality functions and activities. The focus of this course is working in a front of House environment. Students will undertake some food preparation.

Upon completion of all course requirements, the RTO will issue a Certificate. Where a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

AUSPICED BY: ACCESS AUSTRALIA GROUP LIMITED (RTO 4603) STUDENT ENROLMENT IS WITH THE RTO.

Structure

UNITS 1 & 2 (year 1)

SITXFSA005	Use Hygienic practices for food safety.
SITXWHS005	Participate in safe work practices.
SITXINV006	Receive, store, and maintain stock.
SITHIND006	Source and use information on the hospitality industry.
BSBTWK201	Work effectively with others.
SITHIND007	Use hospitality skills effectively.
SITXCCS011	Interact with customers.
SITXCOM007	Show social and cultural sensitivity.
SITHFAB025	Prepare and serve espresso coffee.

UNITS 3&4 (year 2)

SITHFAB024	Prepare and serve non-alcoholic beverages.
SITHFAB027	Serve Food and Beverage
SITHFAB036	Provide advice on food.
SITXFIN007	Process financial transactions.
SITHFAB022	Clean and Tidy bar areas.

Assessment

Assessment may include online quizzes, observation checklists, oral presentations, and portfolio of evidence.

The VCE VET Small Business program does not offer scored assessment.

Further information on the program can be found at: [VCE VET Hospitality](#)