



Senior Years Program

CURRICULUM GUIDE 2026 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 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

Tara Baker

Acting 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
Acting Deputy Principal – Learning Tara Barker baker_t@materchristi.edu.au	Arts Melissa Muller muller_m@materchristi.edu.au
Deputy Principal – Staff & Students Shae Mayes mayes_s@materchristi.edu.au	English Kate Jay jay_k@materchristi.edu.au
MYP Learning Leader Lisa McLean mclean_l@materchristi.edu.au	Health and Physical Education Vicki Godfrey godfrey_v@materchristi.edu.au
VCE Learning Leader Eliza Johns johns_e@materchristi.edu.au	Humanities Vanessa Leaver leaver_v@materchristi.edu.au
Learning Diversity Leader Justine Edwards edwards_j@materchristi.edu.au	Languages Simon Templin templin_s@materchristi.edu.au
Wellbeing Learning Leader Amanda Bischof-Foster bischof-foster_a@materchristi.edu.au	Mathematics Kayla Durling durling_k@materchristi.edu.au
Timetable and Operations Leader Tim Glover glover_t@materchristi.edu.au	Religious Education Andriana Tsikouris tsikouris_a@materchristi.edu.au
Learning Commons Leader Amy Isma isma_a@materchristi.edu.au	Science Laura Overdyk overdyk_l@materchristi.edu.au
Year 7 Learning Leader Jules Colyer colyer_j@materchristi.edu.au	Technologies Tara Baker baker_t@materchristi.edu.au
Year 8 Learning Leader Colleen Bolton and Margherita Magagna magagna_m@materchristi.edu.au bolton_c@materchristi.edu.au	VET Learning Leader Elizabeth McKenna mckenna_e@materchristi.edu.au
Year 9 Learning Leader Mel Lovat and Grace Tobin lovat_m@materchristi.edu.au tobin_g@materchristi.edu.au	Zenith Learning Leaders Rhoda Gavin & Graham Balderstone gavin_r@materchristi.edu.au balderstone_g@materchristi.edu.au
Year 10 Learning Leader Jasmin Sien sien_j@materchristi.edu.au	
Careers Coordinator Andy Donnelly donnelly_a@materchristi.edu.au	
Victorian School of Languages (VSL) and Virtual Schools Victoria (VSV) Coordinator Elizabeth McKenna mckenna_e@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 and Jasmine Sien (Assistant Careers), 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 (www.matercareers.info).

The regular 'Career News' publication provides students with 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/August 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 assist with future pathways planning. Various TAFE and University providers are present to showcase the courses they offer and provide information about entry requirements.



Career Services

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.

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) is a senior secondary qualification that is generally completed over two years. It is conducted under the rules and regulations of the Victorian Curriculum and Assessment Authority (VCAA).

Students at Mater Christi College may choose either the VCE or the VCE-VM pathway in Years 11 and 12.

About the VCE pathway

The VCE offers a broad range of study options and is the qualification that provides a direct pathway to university.

Future pathways in the VCE

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 qualification within the VCE, and 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 stage 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 this 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 or English 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/English Language 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 of all 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 school-based assessment tasks to demonstrate their understanding of the outcomes in each study.

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 study.

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 online application form.

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 various universities. The criterion includes 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 Mathematics.

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 Careers Coordinator 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.

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 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.

Click [here](#) for more information about how to decide which subjects to select in Years 11 and 12.

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 students 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 studies they are interested in.
- seek advice from their Home Group 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 17](#) 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 a 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 MyMCC 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 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)
				Mainstream English	English	English
					English Language	English Language
				Relationships and Romance (Literature)	Literature	Literature
MATHEMATICS	Mathematics	Mathematics	Mathematics	Essential Mathematics	Foundation Mathematics	Foundation Mathematics
				General Mathematics	General Mathematics	General Mathematics
				Enhanced Mathematics	Mathematical Methods	Mathematical Methods
RELIGIOUS EDUCATION	Religious Education	Religious Education	Religious Education	Religion and the Cults	Religion and Society	Religion and Society
				Bold Women		
				Eco-conversion	Catholic Action Program (CAP)	Catholic Action Program (CAP) *2026 only
				The Influence of Religion		
				Religious Education – Youth Ministry		

KEY MYP SUBJECT GROUP / DOMAIN LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
SCIENCE	Science	Science	Science	Science	Biology	Biology
			Living Sustainably	Physical Science	Psychology	Psychology
			Forensics	Life Science	Chemistry	Chemistry
					Physics	Physics
HUMANITIES	Humanities	Humanities	Culture, Conflict and Change	Shaping the World	History	History
			Dollars and Sense	Checks and Balances	Accounting	Accounting
						Business Management
			Insights and Issues	Teenagers and the law	Legal Studies	Legal Studies
					Politics	Politics
LANGUAGES	Chinese	Chinese	VET Certificate II Chinese	VET Certificate II and III Chinese	VET Certificate III Chinese	VET Certificate III Chinese
	French	French	French	French	French	French
ARTS	Art	Art	Art, Pencils, Paint, Paper	Creative Arts	Art Creative Practice	Art Creative Practice
			Design Essentials	Visual Communications Design	Visual Communications Design	Visual Communications Design
			Photography	Media	Media	Media
	Performing Art	Performing Art	Music	VET Certificate II Music	VET Certificate III Music Performance	VET Certificate III Music Performance
			Acting for Stage	Drama	Drama	Drama
			Dynamic Dance	Expressive Dance	Dance (biannual odd year)	Dance (biannual even year)
DESIGN AND TECHNOLOGIES		Food Technology	Bon Appetit	Mater Chef		
	Digital Technologies		Digital Technologies	Technology and Innovation		
	Design Technology - Textiles		To Dye For	On the Runway	Product Design and Technology	Product Design and Technology

Key Domain Learning Areas cont'd

Years 7-12 Curriculum Coverage

KEY SUBJECT GROUP / DOMAIN LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HEALTH AND PHYSICAL EDUCATION	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Physical Education	Physical Education
			Fitter, Faster, Stronger	Sports Science		
			Mind and Body Matters	Women's Health and Wellness	Health and Human Development	Health and Human Development
			Explore the Outdoors		Outdoor and Environmental Studies	Outdoor and Environmental Studies
VOCATIONAL EDUCATION AND TRAINING (VET)					VET Certificate II Small Business	VET Certificate II Small Business
					VET Certificate III Music Performance	VET Certificate III Music Performance
					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
					Structured Workplace Learning Recognition (SWLR)	

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', which 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 been granted a school-based exemption on pastoral grounds.

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 VCE-VM Literacy Religion and Society (Unit 1 – Year 11 or Unit 2 – Year 12) or Catholic Action Program (CAP) 	VCE Subjects: <ul style="list-style-type: none"> Accounting Art Creative Practice Biology Business Management Chemistry Dance Drama Foundation Mathematics French * General Mathematics Health and Human Development History Legal Studies Literature Mathematical Methods * Media Outdoor and Environmental Studies Physical Education 	<ul style="list-style-type: none"> Physics Politics Product Design and Technology Psychology Visual Communication Design VCE-VM Subjects: <ul style="list-style-type: none"> Personal Development Skills Work Related Skills Literacy Structured Workplace Learning Recognition (SWLR)
VCE VET Courses: <ul style="list-style-type: none"> Certificate III Music Performance Certificate II Small Business 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	7	7
5 subjects (Year 11) or 4 subjects + Study Block (Year 12)	7	7
Religion & Society or CAP	3	3
Work Related Skills or Personal Development Skills	6	6
Structured Workplace Learning Recognition (SWLR)	2	2



Art Creative Practice

Contact Melissa Muller
Email muller_m@materchristi.edu.au

Scope of study

Art Creative Practice provides students with an opportunity to study artworks and develop their individual art practice using a range of materials, techniques and processes.

During Unit 1 students will discuss the practices of three artists and apply the Interpretive Lenses to analyse and interpret one artwork by each artist. Students will then apply the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

Throughout Unit 2 students will use Interpretive Lenses, to analyse and compare the practices of artists and artworks from different cultures and times. Following on, students will use the Creative Practice to explore social and cultural ideas/issues to make and present at least one finished artwork using collaborative approaches.

During Units 3 and 4, students examine the practice of an artist and one artwork, to produce at least one finished artwork using the Creative Practice. Students will then continue to explore an area of personal interest. Following on students will continue to apply the Creative Practice, critiquing their work to inform the refinement and resolution of a Body of Work. Students will also compare the practices of historical and contemporary artists.

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 and 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

A final study score (for Units 3 & 4) is determined by:

- Unit 4 SAC results will contribute 10%
- Unit 3 & 4 SAT results will contribute 60%
- End of year exam will contribute 30%

Further information on the study design can be found at:

VCE Art Creative Practice

Dance

Contact Melissa Muller
Email muller_m@materchristi.edu.au

Scope of study

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication.

During Unit 1 students will describe and document features of other choreographer's dance works. Students will learn a group dance work and choreograph their own solo dance work. Following these performances, students will describe key approaches to wellbeing and health practices for dancers including physiology and safe use/maintenance of the dancer's body.

Throughout Unit 2 students will analyse the use of the movement categories and elements of movement in selected dance styles/works. Students will choreograph small group dance works using improvisation techniques to communicate an intention.

During Units 3 and 4, students will analyse two selected dance works. Students will choreograph, rehearse and perform a skills-based solo and cohesive composition, analysing and evaluating the dance making process on completion. Students will also learn a work from another choreographer, to then rehearse, perform and analyse the process.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 15%
- Unit 4 SAC results will contribute 10%
- Unit 3 & 4 Solo Performance Exam will contribute 50%
- End of year written exam will contribute 25%

Note: Dance is offered as a biannual study, Units 1 and 2 will be offered in 2025, and Units 3 and 4 in 2026.

Further information on the study design can be found at: [VCE Dance](#)

Structure

UNIT 1: Dance

- Dance perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body

UNIT 2: Dance

- Dance perspectives
- Choreography and performance
- Dance technique and performance

UNIT 3: Dance

- 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

- 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
- End of year written examination

Drama

Contact Melissa Muller
Email muller_m@materchristi.edu.au

Scope of study

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices.

During Unit 1 students will devise, document and perform an ensemble performance based on a class stimulus. Students will then reflect on their own performance. Lastly, students will attend a professional drama performance and analyse the presentation of ideas, stories and characters.

Throughout Unit 2 students will create a solo performance that reflects aspects of Australian identity and contemporary drama practices, once again students will reflect on their own performance. Lastly, students will see an Australian professional drama performance, followed by analysing and evaluating the work.

During Units 3 and 4, students will see a professional drama performance from the prescribed VCE Drama Playlist, following this they will analyse and evaluate the performance. Students will develop and present characters within a drama ensemble performance that goes beyond a representation of real life as it is lived. Students will also develop and present a solo drama performance based on a selected stimulus material from the VCE Solo Performance Examination. Both performances have evaluation components.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 30%
- Unit 4 SAC results will contribute 10%
- Unit 4 Solo Performance Exam will contribute 35%
- Unit 3 + 4 Written Exam will contribute 25%

Further information on the study design can be found at: **VCE Drama**

Structure

UNIT 1: Introducing Performance Styles and Contemporary Drama Practices

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing and evaluating a professional drama performance

UNIT 2: Contemporary Drama Practices and Australian Identity

- Using Australia as inspiration
- Presenting a devised performance
- Analysing and evaluating a devised performance
- Analysing and evaluating an Australian drama performance

UNIT 3: Devised Ensemble Performance

- Devising and presenting ensemble performance
- Analysing and evaluating devised performance
- Analysing and evaluating a professional drama performance

UNIT 4: Devised Solo Performance

- Demonstrating techniques of solo performance-making
- Devising a solo performance
- Analysing and evaluating a devised solo performance

Students complete:

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

Media

Contact Melissa Muller
Email muller_m@materchristi.edu.au

Scope of study

VCE Media provides students with the opportunity to analyse a variety of media products and develop skills to create their own media products. Students will explore a range of forms including, video, print, photography and audio.

Throughout Unit 1 students will investigate how the media has created representations, upon analysis students will explore codes and conventions to create their own products to construct representations. Lastly, students will analyse a range of fiction and non-fiction Australian stories.

During Unit 2 students will analyse the distinctive style of several media creators and how they have constructed narratives for audiences. They will then create their own media product on a chosen class theme. Lastly, students will analyse how the media has changed over time including issues within the last two years.

Throughout Units 3 and 4, students will research, experiment, plan and create a media product of their choice in a selected media form. They will analyse one film with a focus on narrative and the contexts in which it was made and consumed. Lastly, students will analyse how both the media and audiences have held agency and control over each other, looking at a variety of case studies.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 10%
- Unit 4 SAC results will contribute 10%
- Unit 3 & 4 SAT results will contribute 40%
- End of year written exam will contribute 40%

Further information on the study design can be found at:

VCE Media

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:

- one written SACs, one video essay, one podcast, one photo story and two SATS planning and creating a product in Units 1 and 2.
- two written SACs, one video essay SAC, and one SAT planning and creating a product in Units 3 and 4.

VCE VET Music Performance

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

CUA30920 CERTIFICATE III IN MUSIC (PERFORMANCE)

This course provides students with a Certificate III in Music Performance and credit in the VCE as shown below:

- two VCE VET units at Units 1 and 2 level
- a VCE VET Unit 3–4 sequence

Students wishing to receive an ATAR contribution for VCE VET Music must undertake scored assessment in the 2nd year. Music Performance scored assessment consists of three coursework tasks worth 50% of the overall study score and an end of year performance examination worth 50% of the overall study score.

The Certificate III in Music assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. The qualification is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

Career and pathways opportunities may lead to roles such as studio assistant, performer or session musician, producer, arranger, stagehand, broadcaster and sound & lighting technician.

Musical Experience

Students should have access to their own instruments at home. It is recommended that students have instrumental/vocal tuition although this is not a requirement. Students need to be confident in performing on their instrument or voice, and be prepared to undertake practice at home.

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

This certificate is taught onsite at Mater Christi College, but is delivered in partnership with the RTO, COSAMP (RTO41549).

Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. These fees vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for an indication of the typical fee structure for this course.

VCE VET Music Performance cont'd

Structure

To achieve this qualification, competency must be demonstrated in 11 units of competency (8 core, 3 elective):

UNITS 1 & 2 (year 1)

Core

CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry

Elective

CUASOU211	Develop basic audio skills and knowledge
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF313	Contribute to back up accompaniment as part of a group

UNITS 3 & 4 (year 2)

CUAMPF312	Prepare for musical performances
CUAMPF315	Develop and perform musical improvisation
CUAMPF311	Develop technical skills for musical performances
CUAMPF412	Develop and apply stagecraft skills
CUAMPF414	Perform music as part of a group OR
CUAMPF416	Perform music as a soloist

Assessment

Assessment may include workbook activities, formal and informal performances, journal and log book entries and a final external performance examination.

Performances can be as a member of a group (which can contain members outside the course) or as an accompanied or unaccompanied soloist.

Further information on the program and scored pathways can be found at: [VCE VET Music](#)

Visual Communication Design

Contact Melissa Muller
Email muller_m@materchristi.edu.au

Scope of study

In Visual Communication Design students learn the study of visual language and the role it plays in communicating ideas and solving problems for audiences.

During Unit 1 students will use human-centred research methods to reframe a design problem and identify a communication need, following this they will create the design for a business or brand. Students will then design a sustainable object considering environmental, social and economic factors.

Throughout Unit 2 students will design an environment in a selected design style. They will then develop personal iconography before applying this to an interface for a digital product.

During Units 3 and 4, students will analyse a range of designs and the practice of two designers. They will then complete mini exercise in the same fields of their chosen designers. Following this, students will complete the entire design process investigating their chosen design problem and designing two final presentation in their chosen design field.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 20%
- Unit 3 & 4 SAT results will contribute 50%
- End of year written exam will contribute 30%

Further information on the study design can be found at:

VCE Visual Communication Design

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:

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

VCE English Subject Options

Contact Kate Jay
Email jay_k@materchristi.edu.au

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	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>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 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.

English

Contact Kate Jay
Email jay_k@materchristi.edu.au

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.

Structure

UNIT 1: English

- Reading and exploring texts
- Crafting texts

UNIT 2: English

- Reading and exploring texts
- Exploring argument

UNIT 3: English

- Reading and responding to texts
- Creating texts

UNIT 4: English

- 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 Units 3 and 4, students complete two analytical response to two different texts, two student created texts, and a reflective commentary, an analytical response to argument, and a point of view oral presentation.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAT results will contribute 25%
- End of year written exam will contribute 50%

Further information on the study design can be found at:

VCE English and EAL (Unit 1 and 2)

English Language

Contact Kate Jay
Email jay_k@materchristi.edu.au

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.

Structure

UNIT 1: Language and Communication

- Describe and analyse the structures, features · 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, oral.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year exam will contribute 50%

Further information on the study design can be found at:

VCE English Language

VCE-VM Literacy

Contact Kate Jay
Email jay_k@materchristi.edu.au

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 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 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.

Structure

UNIT 1: Literacy

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

UNIT 2: Literacy

- Understanding issues and voices
- Responding to opinions

UNIT 3: Literacy

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

UNIT 4: Literacy

- 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

Literature

To be studied in addition to English or English Language at years 11 and 12

Contact Kate Jay
Email jay_k@materchristi.edu.au

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.

Structure

UNIT 1: Literature

- Reading practices
- Exploration of literary movements and genres

UNIT 2: Literature

- Voices of Country
- The text in its context

UNIT 3: Literature

- Adaptations and transformations
- Developing interpretations

UNIT 4: Literature

- 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.

A final study score is determined by:

- Unit 3 SACs will contribute to 25%
- Unit 4 SACs will contribute to 25%
- End of year examination will contribute to 50%

Further information on the study design can be found at:

VCE Literature

Health & Human Development

Contact Vicki Godfrey
Email godfrey_v@materchristi.edu.au

Scope of study

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural, and environmental factors, many of which can be acted upon by people, communities, and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work, and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health 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 human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising, and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community, and global level.

Structure

UNIT 1: Understanding Health and Wellbeing

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

UNIT 2: Managing Health and Development.

- Developmental transitions
- Youth health literacy

UNIT 3: Australia's Health in a Globalised World

- Understanding health and wellbeing
- Promoting health in Australia

UNIT 4: Health and Human Development in a Global Context

- Global health and human development
- 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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year exam will contribute 50%

Further information on the study design can be found at:

VCE Health and Human Development

Physical Education

Contact Vicki Godfrey
Email godfrey_v@materchristi.edu.au

Scope of study

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological, and skill acquisition principles to understand their role in producing and refining movement, and 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.

Structure

UNIT 1: The Human Body in Motion

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

UNIT 2: Physical Activity, Sport, and Society

- How do physical activity, sport, and exercise contribute to healthy lifestyles?
- 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?
- Integrated movement experiences

Assessment

Students will complete two SACs in Unit 1 and Unit 2. They will complete two 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, and data analysis.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 20%
- Unit 4 SAC results will contribute 30%
- End of year exam will contribute 50%

Further information on the study design can be found at:

VCE Physical Education

Outdoor & Environmental Studies

Contact Vicki Godfrey
Email godfrey_v@materchristi.edu.au

Scope of study

VCE Outdoor and Environmental Studies develops students' understandings 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.

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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 20%
- Unit 4 SAC results will contribute 30%
- End of year exam will contribute 50%

Further information on the study design can be found at:

VCE Outdoor and Environmental Studies

Accounting

Contact Vanessa Leaver
Email leaver_v@materchristi.edu.au

Scope of study

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate, and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year examination will contribute 50%

Further information on the study design can be found at:

VCE Accounting

Business Management

Contact Vanessa Leaver
Email leaver_v@materchristi.edu.au

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.

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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year examination will contribute 50%

Further information on the study design can be found at:

VCE Business Management

History

Contact Vanessa Leaver
Email leaver_v@materchristi.edu.au

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.

Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

Students recognise how our understanding of the past informs decision-making in the present, and 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

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year examination will contribute 50%

Further information on the study design can be found at:

VCE History

Legal Studies

Contact Vanessa Leaver
Email leaver_v@materchristi.edu.au

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.

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

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year examination will contribute 50%

Further information on the study design can be found at:

VCE Legal Studies

Politics

Contact Vanessa Leaver
Email leaver_v@materchristi.edu.au

Scope of study

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available and the consequences of their use. Throughout this study, students examine Australia's place in the region and globally.

Political events and challenges are shaped and influenced by a variety of social, economic, historical, cultural, environmental, technological and psychological factors. VCE Politics assesses how political norms, perspectives, laws and interests influence governance and the operation of governments. Students develop tools for understanding these contemporary political events and challenges. They examine a number of current political systems and processes to better understand how power is used and how conflict may be resolved. They consider the values underpinning liberal democratic societies, including Australia, and assess the range of national and global challenges facing democratic norms and practice. Student develop the ability to think politically in the context of increasing global interconnectedness and the conflicts that arise as a result of tensions between political stability and change.

Structure

UNIT 1: Politics, Power and Political Actors

- Power and national politics
- Power and global political actors

UNIT 2: Democracy: Stability and Change

- Issues for Australia's democracy
- Global challenges to democracy

UNIT 3: Global Cooperation and Conflict

- Global issues, global responses
- Contemporary crises: conflict, stability and change

UNIT 4: Power in the Indo-Pacific

- Power and the national interest
- Australia in the Indo-Pacific

Assessment

Students will complete two SACS in each of Units 1-4.

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

- a political inquiry
- analysis and evaluation of sources
- extended responses
- short-answer questions
- an essay

A final study score (for Units 3 & 4) is determined by:

- 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 Politics

Languages

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

Subject Description

Chinese: 11074NAT CERTIFICATE III IN
 APPLIED LANGUAGE 11VC3

Semester Two elective (Year 10)

Full Year commitment in Year 11 to complete the Certificate

11074NAT Certificate III in Applied Language is a nationally accredited curriculum that offers students the opportunity to develop routine oral and written communication in the language [Chinese] in a range of standard social and workplace situations.

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in Chinese.

The VCE VET Applied Language program aims to:

- provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

This is an 1.8-month program consisting of 4 core units.

Pre-requisites

The successful completion of the Certificate II in Applied Language is an entry requirement for the Certificate III in Applied Language.

Credit in the VCE (including VCE VM and VPC): recognition of up to three VCE VET Units at Units 3 and 4 level, including a VCE VET Unit 3-4 sequence.

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

This certificate is taught onsite at Mater Christi College, but is delivered in partnership with the RTO, Ripponlea Institute (RTO 21230).

Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. These fees vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for an indication of the typical fee structure for this course.

Structure

CORE UNITS

NAT11074001

Conduct routine oral communication for social purposes in a language other than English (80)

NAT11074002

Conduct routine workplace oral communication in a language other than English (80)

NAT11074003

Read and write routine texts for social purposes in a language other than English (80)

NAT11074004

Read and write routine workplace texts in a language other than English (80)

Assessment

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

Languages cont'd

Contact Simon Templin
Email templin_s@materchristi.edu.au

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.

Structure

UNIT 1: French

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 2: French

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 3: French

- Interpersonal communication
- Interpretive communication
- Presentational communication

UNIT 4: French

- 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, interviews 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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 25%
- Unit 4 SAC results will contribute 25%
- End of year exam will contribute 50%

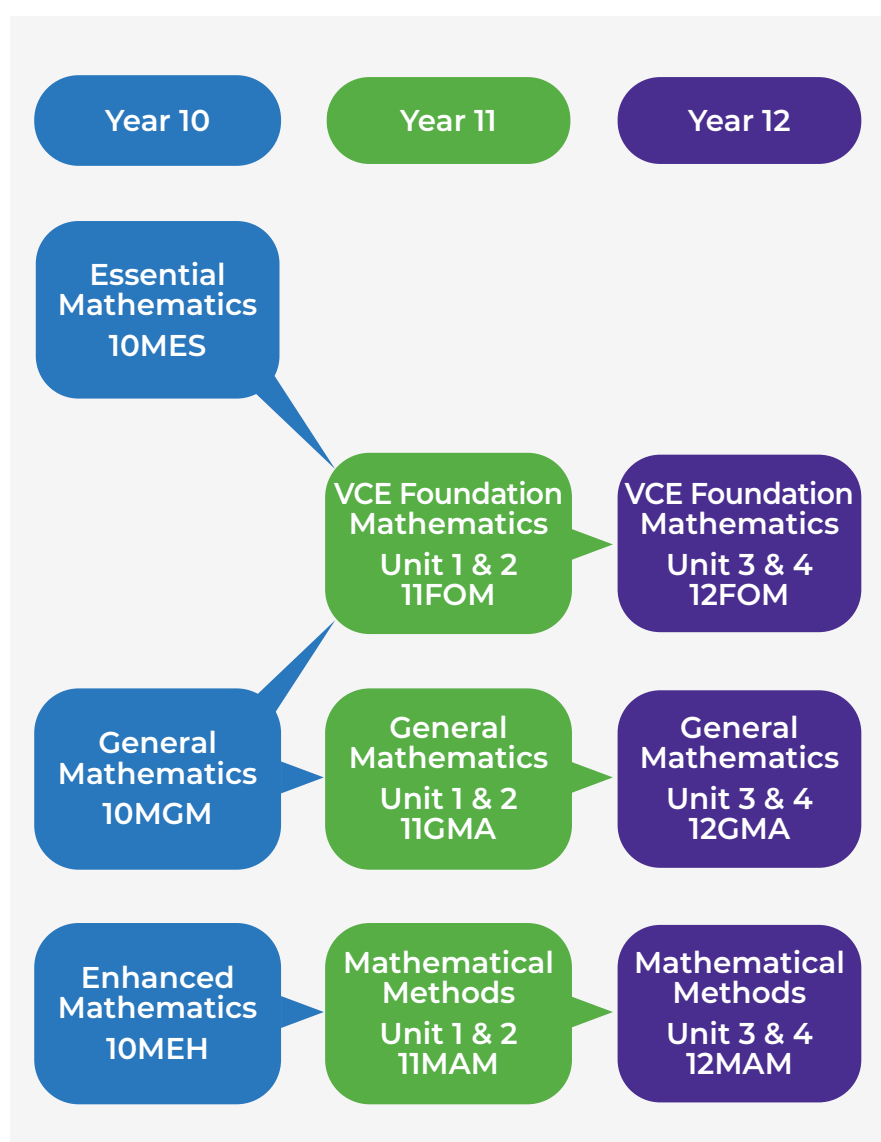
Further information on the study design can be found at:

VCE French

Mathematics Pathways

Contact Kayla Durling
Email durling_k@materchristi.edu.au

Mathematics Pathways to VCE



Note: Students who wish to study Mathematical Methods are highly recommended to have studied Enhanced Mathematics in Year 10.

Mathematics

Contact Kayla Durling
Email durling_k@materchristi.edu.au

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. Mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling, and problem-solving.

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: Foundation Mathematics

- Measurement
- Integers, fractions, decimals, ratios, proportions, percentages and rates
- Place value, rounding
- Data collection
- Analysing data
- Organising money
- Personal taxation, GST and superannuation

UNIT 2: Foundation Mathematics

- Number facts and operations
- Describing relationships with algebra
- Geometric shapes
- Diagrams, plans and models
- Conventions for maps
- Comparing data
- Informed spending choices
- Analysis of financial systems

UNIT 3: Foundation Mathematics

- Equations and formulas
- Ratio and variation
- Analysing data
- Fitting data

UNIT 4: Foundation Mathematics

- Investing and borrowing money
- Paying tax and super
- Measurement and accuracy
- From paper to reality

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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 40%
- Unit 4 SAC results will contribute 20%
- End of year exam will contribute 40%

Mathematics cont'd

Contact Kayla Durling
Email durling_k@materchristi.edu.au

Subject Description

GENERAL MATHEMATICS

This subject provides for the study of non-calculus and discrete mathematics topics. Content is 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.

Structure

UNIT 1: General Mathematics

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

UNIT 2: General Mathematics

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

UNIT 3: General Mathematics

- Data analysis
- Recursion and financial modelling

UNIT 4: General Mathematics

- 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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 24%
- Unit 4 SAC results will contribute 16%
- End of year exam will contribute 60%
- (Each examination will contribute 30%)

Mathematics cont'd

Contact Kayla Durling
Email durling_k@materchristi.edu.au

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.

Structure

UNIT 1: Mathematical Methods

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

UNIT 2: Mathematical Methods

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

UNIT 3: Mathematical Methods

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

UNIT 4: Mathematical Methods

- 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.

A final study score (for Units 3 & 4) is determined by:

- Unit 3 SAC results will contribute 20%
- Unit 4 SAC results will contribute 20%
- End of year exam will contribute 60%
- (Exam 1 contributes 20% and Exam 2 contributes 40%)

Further information on the study design can be found at:

VCE Mathematics

Compulsory Religious Education

Contact Andriana Tsikouris
Email tsikouris_a@materchristi.edu.au

In Year 11 students have three options they can choose from Unit 1 Religion and Society, College-based Catholic Action Program (CAP) or an accelerated study of Units 3 and 4, Religion and Society. CAP and Units 3 and 4, Religion and Society, are available via application only

In Year 12, students will complete Unit 2 Religion and Society or Units 3 and 4 Religion and Society. Students completing Unit 2 will complete their course at the end of Term 3. Students completing units 3 and 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.

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 they 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.

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

Compulsory Religious Education cont'd

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.

From 2027 this subject will be available for Year 11 students only.

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 the following projects: Trivia Night, Winter Sleep-out, Variety Night and volunteer time at Fair Share

Biology

Contact Laura Overdyk
Email overdyk_l@materchristi.edu.au

Scope of study

The study of VCE 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 other sciences.

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

Chemistry

Contact Laura Overdyk
Email overdyk_l@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.

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 for supplying energy?
- How can the rate and yield of 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?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

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 a student designed scientific investigation presented as a scientific poster.

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 Chemistry

Physics

Contact Laura Overdyk
Email overdyk_l@materchristi.edu.au

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 waves and light, atomic and nuclear physics, thermodynamics and energy transfer, electricity and electromagnetism, mechanics and motion, fields and forces, quantum physics and the nature of matter and energy. Students are given agency through a choice of options and in designing and undertaking their own investigations.

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

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

A final study score is determined by:

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

Further information on the study design can be found at:

VCE Physics

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Psychology

Contact Laura Overdyk
Email overdyk_l@materchristi.edu.au

Scope of study

VCE Psychology explores the scientific study of mental processes and behaviour, helping students understand how biological, psychological, and social factors influence individuals. It focuses on the complex relationship between thoughts, emotions, and actions, encouraging students to examine how people perceive and interact with the world. The subject also promotes the development of scientific inquiry skills, including hypothesis formation, data analysis, and critical evaluation of research.

Students learn to analyse research and use psychological concepts in everyday life. VCE Psychology also opens pathways to diverse careers—both within psychology (like clinical, forensic, or health psychology) and in related fields (like counselling, social work, HR, marketing, education, and public policy), even for those who do not become registered psychologists.

Structure

UNIT 1: How Are Behaviour and Mental Processes Shaped?

- What influences psychological development?
- How are mental processes and behaviour influenced 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?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Structure cont'd

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, analysis of primary and/or secondary data 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 will contribute 50%

Further information on the study design can be found at:

VCE Psychology

Product Design & Technology

Contact Tara Baker
Email baker_t@materchristi.edu.au

Scope of study

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking to address a need or opportunity. The design brief provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of a finished product.

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, and new and emerging technologies. 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.

In Unit 1, students learn about designing and making, and about teamwork and collaboration. In Unit 2, students consider First Nations culture and knowledge to inform designing and manufacturing. They design and make a product that supports end user connection, accessibility and/or inclusivity.

In Unit 3, students focus on ethical design and in Unit 4 produce an evaluation of the product designed in Unit 3.

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: Production and Evaluation of Ethical Designs

- Managing production for ethical designs
- Evaluation and speculative design

Product Design & Technology cont'd

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%

Further information on the study design can be found at:

VCE Product Design and Technology



VCE-VM – Personal Development Skills

Contact Vicki Godfrey
Email godfrey_v@materchristi.edu.au

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.

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

VCE-VM – Work Related Skills

Contact Vanessa Leaver
Email leaver_l@materchristi.edu.au

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).

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 Major Work Related Skills

VCE VET Studies offered onsite at Mater Christi College

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Vocational Education and Training Delivered in Schools (VETDSS)

Vocational Education and Training (VET) is learning that is directly related to work.

VET programs allow students to complete nationally recognised qualifications as developed by industry giving 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 Cluster, or with an external Registered Training Organisation (RTO) provider.

VET courses offered onsite at Mater Christi College include:

- 22629VIC - Certificate II in Small Business
- 10949NAT + 11074NAT - Certificate II and III in Applied Languages (Chinese)
- CUA30920 - Certificate III in Music Performance

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 Cluster.

For further information about VET in the VCE, and a list of VET courses available to study in the VCE, please click [here](#).

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 unit credits towards satisfactory completion of the VCE and VCE-VM.

In addition to the above, the Victorian Tertiary Admissions Centre (VTAC) may award VCE students 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.

Students are also able to complete a scored VET Study which will contribute to their ATAR.

A list of scored VET studies can be found [here](#).

Please note:

- Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. 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 an indication of the typical fee structures for your preferred course.
- Places for many VET courses fill up quickly, so it is essential that students complete the College's online VET application form by the due date if they wish to be enrolled in their preferred VET course.

VCE VET Music Performance

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

CUA30920 CERTIFICATE III IN MUSIC (PERFORMANCE)

This course provides students with a Certificate III in Music Performance and credit in the VCE as shown below:

- two VCE VET units at Units 1 and 2 level
- a VCE VET Unit 3–4 sequence

Students wishing to receive an ATAR contribution for VCE VET Music must undertake scored assessment in the 2nd year. Music Performance scored assessment consists of three coursework tasks worth 50% of the overall study score and an end of year performance examination worth 50% of the overall study score.

The Certificate III in Music assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. The qualification is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

Career and pathways opportunities may lead to roles such as studio assistant, performer or session musician, producer, arranger, stagehand, broadcaster and sound & lighting technician.

Musical Experience

Students should have access to their own instruments at home. It is recommended that students have instrumental/vocal tuition although this is not a requirement. Students need to be confident in performing on their instrument or voice, and be prepared to undertake practice at home.

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

This certificate is taught onsite at Mater Christi College, but is delivered in partnership with the RTO, COSAMP (RTO41549).

Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. These fees vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for an indication of the typical fee structure for this course.

VCE VET Music Performance cont'd

Structure

To achieve this qualification, competency must be demonstrated in 11 units of competency (8 core, 3 elective):

UNITS 1 & 2 (year 1)

Core

CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry

Elective

CUASOU211	Develop basic audio skills and knowledge
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF313	Contribute to back up accompaniment as part of a group

UNITS 3 & 4 (year 2)

CUAMPF312	Prepare for musical performances
CUAMPF315	Develop and perform musical improvisation
CUAMPF311	Develop technical skills for musical performances
CUAMPF412	Develop and apply stagecraft skills
CUAMPF414	Perform music as part of a group OR
CUAMPF416	Perform music as a soloist

Assessment

Assessment may include workbook activities, formal and informal performances, journal and log book entries and a final external performance examination.

Performances can be as a member of a group (which can contain members outside the course) or as an accompanied or unaccompanied soloist.

Further information on the program and scored pathways can be found at: [VCE VET Music](#)

VCE Unit 1 – Structured Workplace Learning Recognition (SWLR) for VET

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

Scope of study

Structured Workplace Learning (SWL)

Recognition for VET provides students with the opportunity to experience and reflect on workplace skills acquired through a work placement in an industry aligned with their VCE VET qualification.

Students develop an understanding about what is needed to be a competent worker in a specific industry related to the VCE VET qualification they are undertaking. Work exploration is a vital component of SWL that allows students to explore career options and develop an understanding of the nature and expectations of different jobs and industries. Students learn about the range of skills, which may be transferable, that are required for workers in various industries.

A work placement enables students to better understand employability skills and their links to the workplace. Employability skills are more easily learnt on the job and employers are ideally placed to provide the opportunity for students to practise employability skills in a real work environment.

Unit 1 SWLR will be timetabled for 2 periods per cycle and will contribute to one unit credit for the VCE or VCE-VM Certificate.

Students wishing to undertake this study must meet the criteria listed, and have their planned program approved by the VCE Learning Leader to ensure it meets the minimum requirements for successful completion of the VCE.

Criteria for enrolment

Students are required to:

- be enrolled in a VE1 or VE2 VCE VET program (with a minimum of 180 nominal hours) or VE2 SBAT, and
- complete the Work Health and Safety (WHS) unit of competency in their first year of their VET study
- undertake a minimum of 80 hours of work placement in a workplace related to their VET study. This is to be completed during College internal examination periods, weekends or afterschool hours, and/or during school holidays.

Structure

UNIT 1: Learning In The Workplace

AOS1 - Plan, prepare for, structured workplace learning

AOS2 - Develop employability skills through SWL

Assessment

Satisfactory completion of this unit is based on teacher's observation that the student has demonstrated achievement of the set key knowledge and skills specified for the unit. This is determined by evidence gained through the assessment of a range of learning activities and school-based assessment tasks.

Assessment may include pre-and post-SWL briefings, SWL reflection activities, and SWL monitoring and communication with the host employer.

Further information on the study design can be found at:

Structured Workplace Learning Recognition

VET Applied Language

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

Subject Description

11074NAT CERTIFICATE III IN APPLIED LANGUAGE (CHINESE)

Semester Two elective (Year 10)

Full Year commitment in Year 11 to complete the Certificate

11074NAT Certificate III in Applied Language is a nationally accredited curriculum that offers students the opportunity to develop routine oral and written communication in the language [Chinese] in a range of standard social and workplace situations.

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in Chinese.

The VCE VET Applied Language program aims to:

- provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE)
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

This is an 18-month program consisting of 4 core units.

Pre-requisites

The successful completion of the Certificate II in Applied Language is an entry requirement for the Certificate III in Applied Language.

Credit in the VCE (including VCE VM and VPC): recognition of up to three VCE VET Units at Units 3 and 4 level, including a VCE VET Unit 3-4 sequence.

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

This certificate is taught onsite at Mater Christi College, but is delivered in partnership with the RTO, Ripponlea Institute (RTO 21230).

Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. These fees vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for an indication of the typical fee structure for this course.

Structure

CORE UNITS

NAT11074001

Conduct routine oral communication for social purposes in a language other than English (80)

NAT11074002

Conduct routine workplace oral communication in a language other than English (80)

NAT11074003

Read and write routine texts for social purposes in a language other than English (80)

NAT11074004

Read and write routine workplace texts in a language other than English (80)

Assessment

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

VET Small Business Operations and Innovation

Contact Elizabeth McKenna
Email mckenna_e@materchristi.edu.au

VET 22629VIC CERTIFICATE II IN SMALL BUSINESS OPERATIONS AND INNOVATION

22629VIC Certificate II in Small Business Operations and Innovation provides learners with the knowledge and skills required to work effectively in small or micro-businesses across a range of industry sectors. It includes units that address the skills and knowledge to:

- Follow small business routine procedures
- Work safely
- Communicate effectively and professionally
- Support planning
- Policies and procedures
- Contribute to basic marketing
- Business operations
- Innovation

This qualification provides a pathway to entry-level job roles in industry, further education in vocational business courses and a pathway to self-employment for graduates who start their own businesses.

This is a two-year program consisting of 8 core units and a minimum of 4 elective units. The number of units will be split across the two-year program.

Credit in the VCE (including VCE VM and VPC): recognition of up to three VCE VET units at Units 1 and 2 level, and a VCE VET Unit 3-4 sequence.

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

This certificate is taught onsite at Mater Christi College, but is delivered in partnership with the RTO, Ripponlea Institute (RTO 21230).

Providers of VET courses set a tuition fee that is payable by parents/carers. These costs are on top of your normal tuition fees. These fees vary based on qualification level, provider and/or course content. Please contact the College's VET Learning Leader for an indication of the typical fee structure for this course.

VET Small Business Operations and Innovation cont'd

Structure

Trainer to confirm order of the delivery of units at the start of each year.

CORE UNITS

VU23433	Contribute to small business operations and innovation (50)
VU23434	Develop fundamental skills for small business environments (50)
VU23435	Identify small business policies and procedures (40)
VU23436	Undertake basic market research and promotion for a small business product or service (60)
VU23437	Participate in small business quality processes (25)
VU23438	Contribute to small business planning (40)
VU23439	Follow procedures for routine financial activities of a small business (20)
BSBWHS211	Contribute to the health and safety of self and others (20)

POSSIBLE ELECTIVE UNITS

VU23440	Assist with the presentation of public activities or events (25)
BSBCRT311	Apply critical thinking skills in a team environment (40)
BSBPEF202	Plan and apply time management (20)
BSBXTW301	Work in a team (40)
BSBXCM301	Engage in workplace communication (40)
ICTWEB306	Develop web presence using social media (30)
FNSFLT311	Develop and apply knowledge of personal finances (40)
FSKLRG008	Use simple strategies for work-related learning (15)
FSKOCM007	Interact effectively with others at work (10)

Assessment

Assessment may include oral presentations, involvement in planning and participating in school events, as well as competency-based assessment activities.