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Pathways Handbook 2025

Senior Studies Handbook 2025 · 01 Aug 2024

St Mary's College is an inclusive and liberating coeducational Catholic school in the Edmund Rice Tradition that aspires to excellence in learning, acting with compassion and justice and inspiring one another to shape a better world for all.

In this issue

1. Message from the Principal

Subject selection in preparation for the senior years of schooling can be both exhilarating and daunting. A world of opportunities opens to pursue areas of interest, but there is usually some trepidation that one might get it wrong somehow, with dire consequences!

Let's start by addressing this fear.
Talk to the adults in your life. Most will tell you that their career pathways have taken many twists and turns, more like a bush trail than a superhighway. This should provide you some reassurance that this task of choosing a study pathway is an inexact science and likely to continually evolve as you grow.
Having said that, you will most likely find the journey more interesting and rewarding if you have chosen a program that provides the right balance of challenge, fun, diversity, and novelty. Of course, if you do have a clear destination in mind, it is important to ensure that you are on the right train line (to use a Metro metaphor). But most of you will feel like you're taking the first steps on an adventure.

To get the most out of this process use the resources at your fingertips wisely. Read this handbook thoroughly – don't skim. Talk to those whose advice can be trusted. The experts in the subject disciplines, your teachers, and those close to you who may have already walked this journey.

Be alert, but not alarmed, to the changing nature of work. Salman Khan, creator of the Khan Academy, offers the following advice:
"... successful workers of the future will be those with deep and broad skills. The "three Rs" of reading, writing and arithmetic and more important than ever. On top of that, a solid appreciation and understanding of history, art, science, law, and finance would round out someone well. It's more important than ever that students have strong communication, collaboration, and empathy skills."

A final word of warning. Your friends will have opinions. This is a really good time to ignore them and trust your own instincts. Choosing your subjects based on what your friends are

selecting is likely to lead to frustration for you.
This is an exciting time in your journey as a learner and, with care, you will get it right and learn something about yourself in the process.

Good luck.

Darren Atkinson **| College Principal**

2. Introduction to your Senior Studies

Welcome to your Senior Studies

This resource has been designed for Year 10 students to plan their senior studies pathway. You should take time to carefully read through these pages before making your final decision about the subjects you will choose to study in Years 11 and 12.

These pathways to the Victorian Certificate of Education (VCE) are offered at St Mary's College:

- Victorian Certificate of Education
- Victorian Certificate of Education Vocational Major

Each pathway is unique in preparing you for further study, training and/or employment. Understanding the structure and purpose of these pathways is essential in deciding which is best suited to your needs. Knowing where each pathway leads and exploring career opportunities might assist in making good choices.

Making this decision is possibly the first step into planning your future career opportunities and can be daunting. We advise you to gather as much information as you can, discuss the options with parents, teachers, other students, and to seek advice. It is useful when considering which subjects to choose, to be guided by your strengths, abilities, interests and possible career direction rather than to be influenced by the subjects your friends are choosing or the teacher of the course. Ultimately, you will need to make sure that you meet the requirements to achieve a Victorian Certificate of Education (VCE). Which might necessitate choosing a course that is outside of your current experience and giving it your best.

There are a number of staff who will be available to support and guide you to make this very important decision for your senior studies.

We look forward to partnering with all our families during this process and assisting students to make good, informed choices that will set you up to fulfil our College vision for each student being able to shape a better future for all.

Best wishes

Mr Daniel Di Lisio | **Director of Teaching and Learning**

3. Glossary

Glossary

The Senior Studies use an unique set of terms to refer to the processes and programmes that can get a bit confusing. This glossary will help you to understand some of these terms.

Australian Tertiary Admission Rank (ATAR) – The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication – The process of ensuring that the work submitted by students for assessment is their own.

Derived Examination Score (DES) – Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstances.

Examinations – External assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

General Achievement Test (GAT) – A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical

moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Graded Assessment – All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework (SAC), and some have School-assessed Tasks (SAT).

Host School - a school or venue that hosts students studying a VET Subject.

Outcomes – What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Pre-requisite - a subject that is essential for entry to a tertiary course of study.

Study design – A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score – A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Units – The components of a study design that are a semester in duration. There are four units in each study design, Units 1, 2, 3 and 4.

Unit of Competence - One of the many small units that make up VET Unit of Study.

Vocational Major (VM) - The Vocational Major is an applied learning program within the VCE designed to be completed over a minimum of two years.

Victorian Certificate of Education (VCE) – An accredited senior secondary school qualification.

Victorian Curriculum and Assessment Authority (VCAA) - is is a statutory authority primarily accountable to the Minister for Education, serving both government and non-government schools. The VCAA develops and implements curricula and assessment for Victorian students.

Vocational Education and Training (VET) – Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

VCE VET – VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

VET Provider - this can be any Registered Training Organisation (RTO) that enrols students and issues thr results and certificates. It might be a Vocational Education Institute (TAFE) or a privately run RTO.

Victorian Tertiary Admissions Centre (VTAC) – VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).

4. Planning your Senior Studies Pathway

Pathways

The first choice that needs to be made in planning your senior studies pathway is which certificate best suits your career pathway.

Victorian Certificate of Education

The VCE offers a traditional academic pathway to tertiary study, as well as opportunities for work, career and personal enrichment. This certificate can be achieved with or without a Study Score. A Study Score allows students to receive an ATAR, which affords them the

opportunity to attend university. Students who choose to do an unscored VCE will receive a certificate which is required for some careers that don't require a university degree.

Vocational Major (VM)

The VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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

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

Vocational Education and Training (VET)

VET is education and training that focuses on providing skills and preparing students for the workforce. A VET study is mandatory for the successful completion of VM and optional for VCE. VET programs can lead to further study, either in the VET sector (where students can gain credit for their VET certificate) or university, since results from most VET programs can be included in the calculation of an ATAR score. VET studies can contribute towards the completion of senior secondary certificates, either the Victorian Certificate of Education (VCE) or the Vocational Major (VM).

Tertiary Study

Each tertiary institution has specific entry requirements which are outlined in their documentation. Links to these documents are provided in the Careers Planning page.

To be eligible to apply for courses, you need to meet:

- minimum tertiary entrance requirements
- institutional entrance requirements
- course requirements including prerequisites

Meeting these requirements does not guarantee you an offer because you will be competing with other eligible applicants.

ATAR

An ATAR is not a score out of 100 but a rank which shows how a student has performed in relation to all other students who met the requirements for that specific year. VTAC uses VCE results issued by the VCAA to calculate the ATAR.

The ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English: English Language, Literature or English as an Additional Language (EAL)
- The next three best VTAC scaled study scores permissible*; and
- 10% of the fifth and sixth permissible scores that are available.

*Permitted subjects – there are a few limitations you need to know here. For example, whilst you can complete three Mathematics studies in Year 12, only two of them can be counted in the *'best four'*.

To learn how the ATAR is calculated, click **here.** Follow the links to find out what studies can and cannot be included.

To understand how VCE Subject Scaling works in the ATAR watch the **video** below or view this **guide**.

5. Timeline

Session	Unit 1 and 2	Unit 3 and 4
Handbook available	1 August	1 August
Senior Studies Subject Selection Evening	6 August	6 August
Course counselling	14 August	by appointment
Online selection process opens	2 August	2 August
Parent Teacher Interviews	29-30 August	29- 30 August
VET application forms	30 August	30 August
Online selection process closes	28 August	28 August
Confirmation of 2025 subjects	Term 4	Term 4

6. Victorian Certificate of Education

VCE at St Mary's College

St Mary's College offers a broad range of VCE studies (subjects). The Victorian Curriculum and Assessment Authority (VCAA) administers the VCE, recording all results for students over the course of their VCE program over the two years and issuing Study Scores and Certificates at the end of Year 12.

Requirements of the VCE

Each VCE or VCE VET Study consists of four semester-length units. Each unit has a duration of one semester, with Unit 1 and Unit 2 usually undertaken in Year 11, and Units 3 and 4 (known as a sequence), usually studied in Year 12. Two combined units are known as a sequence which must be completed together within the same year. All Units contribute to the completion of the VCE, but only the Unit 3 and 4 studies are assigned a Study Score.

At the completion of VCE, students sit VCAA examinations which cover the content from the Unit 3 and 4 sequence. These are independently assessed and are completed in November. The results of these examinations contribute to the student's Study Scores. The Study Scores from each subject are used to calculate the ATAR.

An explanation of Study Scores video is available: **here**.

Minimum Requirements

Students are awarded a VCE Certificate based on gaining a Satisfactory (S) completion for at least 16 Units. At St Mary's College, students must choose 13 Units in Year 11, and 10 Units in Year 12.

To achieve a VCE certificate you must:

- Satisfactorily complete (gain an S) for at least 3 Units from the group of English Studies, which must include a Unit 3 and 4 sequence of either English, EAL, English Language or Literature.

- PLUS at least three other sequences of Units 3 and 4 studies other than your English study (you may take more than one of the Unit 3 and 4 English studies).
- Maintain a minimum attendance rate of 80%.
- Aim for a minimum pass rate of 60% in all assessment tasks, SACs and SATs.

Study Score

In addition, students can receive a Study Score for each Unit 3 and 4 study which they have satisfactorily completed. A student receiving a minimum of 4 Study Scores, one of which must be English, (up to 6 scores can count in the ATAR) is eligible to receive an ATAR from VTAC. The ATAR is used by some Universities to select students into tertiary courses.

Acceleration in VCE Units 3 and 4

Year 11 students may wish to undertake an Unit 3 and 4 sequence to have six subjects to contribute to their ATAR. Students must apply to be considered for acceleration and the decision is based on previous results and commitment to study.

Students who consider applying will have:

- **Completed Unit 1 and 2 in Year 10**

Student must have obtained a 'Satisfactory' result for Units 1&2 and meet the criteria listed below.

- **Unit 1 and 2 not completed in Year 10**

Student may apply to undertake a Unit 3/4 sequence if they did not complete Units 1&2 in Year 10 if they meet the criteria listed below.

Criteria of approval for acceleration:

- Exceptional circumstances may be considered on application

- Not all subjects are appropriate for acceleration
- Students will need to demonstrate the necessary academic ability and rigour
    - 80% (A) in English
    - 80% (A) in at least two other subjects including the subject wanting to be accelerated
    - Acceptable SPI levels
- Application will only be approved if the accelerated subject does not clash with other mandatory subjects

Recommended subjects for acceleration:

- General Mathematics
- Data Analytics
- Business Management
- Health and Human Development
- Legal Studies
- Physical Education

Acceleration in the following subject will require students to undertake additional prescribed preparation:

- Biology
- Psychology

It is not recommended that Unit 3/4 of the following subjects be attempted without having successfully completed Unit 1 and 2:

- Chemistry
- Physics
- Mathematical Methods

Year 12 students who have completed Units 1&2 of a subject will have preference in a Unit 3/4 sequence of any subject.

It should be noted that undertaking an acceleration in Year 11 of an Unit 3/4 sequence does not entitle the student to a 'lighter' load in Year 12 unless there are extenuating circumstances.

All students are required to enrol in a full load in Year 12

7. Vocational Major (VM)

VM at St Mary's College

The Vocational Major is a new accredited senior secondary school qualification undertaken in Years 11 and 12. At St Mary's College within the VM we offer a personal approach to learning which is based around a small team of experienced staff. We have a greater understanding of the needs of applied learners and small class sizes mean that individual needs are easily catered for. VM provides a practical work-related experience based on hands-on learning. VM prepares students for employment and/or further education and training. Vocational Major students obtain a VCE certificate. In order to do so students will need to complete 16 units of study. Students can design their course to meet their needs by choosing units from VCE studies, VET courses and VCE VM studies. Applied learning students at St Mary's College enjoy the ways in which they can direct their own educational journey. Students develop strong relationships with their teachers as well as their peers. Our applied learners obtain skills and experience which sets them up for a life of success. Enabling students to have a personal focus means they become far more engaged with their education and can see real world outcomes such as employment or further education beyond their time in a classroom.

Students would normally access the VM program from Year 11, but you may apply to enter in Year 12 depending on available places. Please note that VM places are strictly limited and are subject to an application process.

Vocational Major Program

To be eligible to receive the VCE in Vocational Major, students must satisfactorily complete a minimum of 16 units, including:

- 3 Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 Numeracy or VCE Mathematics units
- 2 Work Related Skills units
- 2 Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- 2 Religion and Society units

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

VM Structure at St Mary's College for 2023

- 3 or 4 days a week completing VM courses
- One day per week off campus at a VET course

Video and information

8. Vocational Education and Training

VET SUBJECTS

VOCATIONAL EDUCATION TRAINING IN VCE AND VCE VM

Vocational Education and Training (VET or VETDSS) allows students to undertake a nationally recognised training certificate as a subject in VCE or VCE Vocational Major. It is a great way to explore career pathways and personal interests during your senior years.

Many vocational education certificates (usually at Certificate 2 or 3 level) have been adapted to deliver to secondary school students in their senior years. This is now called VETDSS – VET Delivered to Secondary Schools. St Mary's College is able to offer a wide range of these VET Studies at a variety of venues.

WHY DO A VET STUDY?

1. You will find greater component of practical learning than most VCE Studies
2. You achieve a nationally recognised training certificate (or partial completion)
3. You gain industry knowledge and skills for employment in an area of interests
4. You will gain practical skills relevant to your talents and interests
5. You may develop skills and a folio to prepare for tertiary studies, or to assist with a Unit3 & 4 VCE study
6. With a strong focus on practical skills, VET studies are an excellent addition to any senior studies program, adding variety, a different style of learning and the opportunity to pursue a specific interest in a different way.
7. VET studies assist you to expand your experiences and career options.

8. A VET Study can help you follow your interests when subjects in your interest area are not available at school or may be too challenging, for example **replace** Chemistry with Laboratory skills.
9. You can broaden the range of skills you can gain by **combining** subjects such as VCE Music with VCE VET Sound Production, VCE Drama with VCE VET Acting (Screen) or VCE Chemistry with VCE VET Laboratory Skills.
10. The choice of VET study will not limit you to that career, but it will enhance your skills and develop your self-management and independence, whatever you decide to do in future

If you wish to learn more about the range of VET studies available and how they can enhance your prospects, go to the VCAA **GET VET pages.** There are case studies, **videos** and career pathway charts to help you decide.

WHAT VET STUDIES CAN I TAKE?

You will find a full list of VET Studies available at our College here: **SMC VET List 2025**

Please note that this list may be updated as new courses become available.

VCE VET STUDIES 2025

These are the studies available to St Mary's College Students in 2025

Venues, days and times subject to change.

VET Program	Class Day	Class Time available for VCE or VM		Venue	Units/Years available		ATAR Contribution		Work Placement & Other Requirements	RTO – Registered Training Organisation
Acting (Screen)										
Certificate III in Acting (Screen)	Wednesday	PM VCE/VM		Years 1 & 2 at St Mary's College, St Kilda East	Year 1	Year 2		10% Increment	No But Compulsory Excursions	ACDA Australian College of Dramatic Arts
Allied Health Assistance										
Certificate III in Allied Health Assistance (Partial Completion)	Wednesday	PM VCE/VM	AM VM only	Box Hill Institute Elgar Campus Box Hill	Units 1 & 2	Units 3&4	Study Score		Compulsory 40 Hours	Box Hill Institute
	Wednesday	PM VCE/VM	AM VM only	Holmesglen Moorabbin	1 & 2	3 & 4	Study Score		Compulsory 40 Hours	Holmesglen Institute
	Wednesday	TBC		Swinburne University of Technology Hawthorn	1 & 2	3 & 4	Study Score TBC		Compulsory 40 Hours	Swinburne University
Animal Care										
	Wednesday	PM VCE/VM		Box Hill Institute City	1 & 2	3 & 4		10% Increment	Recommended 6 Sessions at Box Hill	Box Hill Institute

There are also a number of VET Handbooks available which will help you understand the the difference in the courses offered at different Providers and Venues.

HOW VET STUDIES WORK IN VCE AND VM

VET Studies are compulsory for *all* students in VCE Vocational Major (VM), but they are optional for other VCE students.

Most VET Studies are taught over two years. This means you need to complete Units 1 & 2 of the VET Study in Year 11 and Units 3 & 4 in Year 12 to achieve both the VCE unit credits and the certificate. You cannot just do the second

year, nor change to another course after Semester 1 or 2, as you can with VCE subjects, so you need to **make good decisions** early.

There will be some exceptions to this for VM students in 2025-26, where the VET component can be made up of *different* studies at Certificate 2 or above. For example, a VM student may do the first year of one VET subject in Year 11 and the first year of a different VET subject in Year 12. They will not achieve a full Certificate 2 or 3, but they will have tried two different occupations and have enough units to satisfy the VCE VM requirements.

HOW VET CONTRIBUTES TO THE ATAR

All VET units taken by VCE students count towards the VCE. A Unit 3 & 4 VET subject will count towards the ATAR.

There are two types of VET Study:

1. **Scored VET** – in addition to the ongoing competency-based assessment, there is an examination and a Study Score available to count in any position in the ATAR. These have an **Exam and Study Score.** The Study Score will be scaled by VTAC, and it may count in the "best four" studies **or** as a fifth or sixth subject (10% of the scaled study score)
2. **Unscored VET** – there is only competency-based assessment so there is no examination and no final score. This counts to the ATAR as an **increment**, that is as a fifth or sixth subject, by adding an **Increment** of 10% of the *fourth* scaled study score to the aggregate, which is used to calculate the ATAR.

OTHER CONSIDERATIONS WHEN CHOOSING A VET STUDY

- As VET studies are taught by external providers, there is **a fee** charged by the College, taking into account the cost of the course and any government subsidy that might be available. Fees vary from $800 to $2500 per year. Fees are not refundable after the first two weeks of February.
- VET Studies are always conducted at another venue with a VET Provider. Students must be responsible about travelling to another school or VE provider and abiding by their rules and conditions. Attendance and punctuality are most important.

- Some VET Studies require the purchase of extra uniforms, equipment or safety equipment.
- All VET Studies have a strong **theory** component, usually completed online via an external Learning Management System.
- VET classes are usually held on Wednesdays and Fridays. They may be half day or full day courses. **Full day and morning courses are only available to VCE VM students.** VCE Students must choose Wednesday afternoon or after school classes.

- Most VCE students will leave for VET at lunchtime, with no need to miss any class time. (Note: depending on timetabling, some Year 11 classes may occur at this time, so you might need to reconsider your choices.
- If you choose a VCE VET Subject, it becomes one of your VCE timetabled classes, replacing one of your VCE subjects.
- VET is compulsory for VCE VM students
- VET Studies on **Wednesdays** are at the same time as **ACC Sport.** You cannot do both. If a VCE VM student wishes to do both they need to choose a VET subject offered on a Friday

APPLYING FOR YOUR VET SUBJECT

At St Mary's College, many of our VET Studies will be delivered through a new VET Cluster for Inner Eastern schools, under the guidance of the Department of Education. This VET Cluster has a Handbook and an application procedure.

Most of the large VE Institutes (Box Hill, Holmesglen, Kangan and Victoria University) have their own VET Handbooks and application processes. These too are available to SMC students. There are also a few courses available outside this system. This provides you with the widest possible variety of VET programs to suit all interests. It also makes applying for VET a bit complicated.

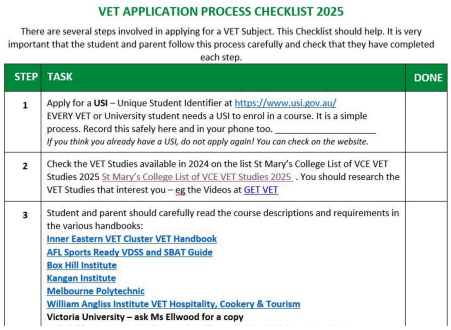
To simplify your application, there is **ONE FORM to apply for any of the VET Subjects**. The VET Coordinator will then apply on your behalf through the correct process for your chosen VET subject, time and venue.

HOW TO APPLY FOR VET STUDIES

There are two places you must apply for your VET Subject:

1. Through College subject selection process - EDVAL – you will include your VET choice as one of your desired subjects.
2. Via the online form: **VET ONLINE APPLICATION FORM 2025**

Before you begin, make sure you follow the **VET APPLICATION PROCESS CHECKLIST 2025**



VET APPLICATION PROCESS CHECKLIST 2025

There are several steps involved in applying for a VET Subject. This Checklist should help. It is very important that the student and parent follow this process carefully and check that they have completed each step.

STEP	TASK	DONE
1	Apply for a **USI** – Unique Student Identifier at https://www.usi.gov.au/ EVERY VET or University student needs a USI to enrol in a course. It is a simple process. Record this safely here and in your phone too. _____ *If you think you already have a USI, do not apply again! You can check on the website.*	
2	Check the VET Studies available in 2024 on the list St Mary's College List of VCE VET Studies 2025 St Mary's College List of VCE VET Studies 2025 . You should research the VET Studies that interest you – eg the Videos at GET VET	
3	Student and parent should carefully read the course descriptions and requirements in the various handbooks: **Inner Eastern VET Cluster VET Handbook** **AFL Sports Ready VDSS and SBAT Guide** **Box Hill Institute** **Kangan Institute** **Melbourne Polytechnic** **William Angliss Institute VET Hospitality, Cookery & Tourism** **Victoria University – ask Ms Ellwood for a copy**	

ANOTHER VET OPTION

School Based Apprenticeships (SBAT)

These are available for VM students only, as they require the student to attend work and training at least 15 hours or two days a week. SBATs are either assessed entirely at work or will involve one day at work and one day in training.

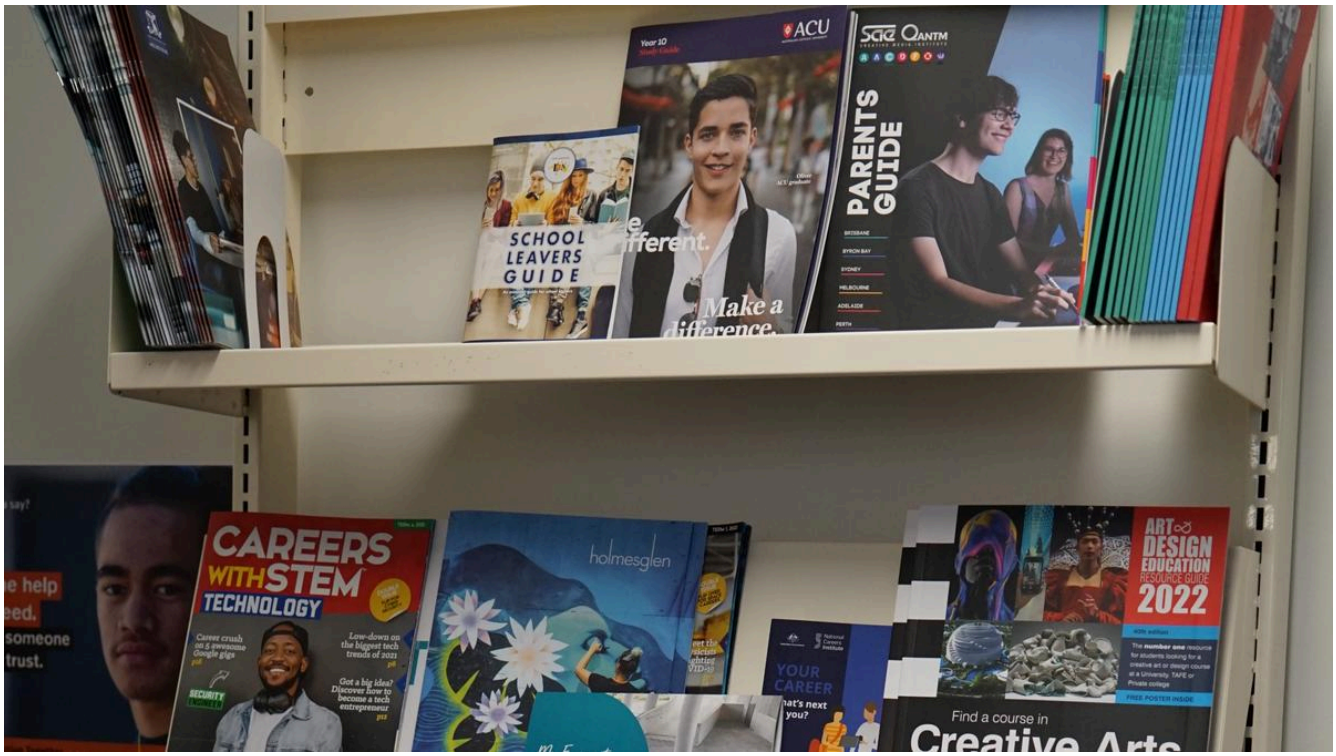
More Information?

SMC VET List 2025

VET APPLICATION PROCESS CHECKLIST 2025

Which VET are You?

VET Student Videos



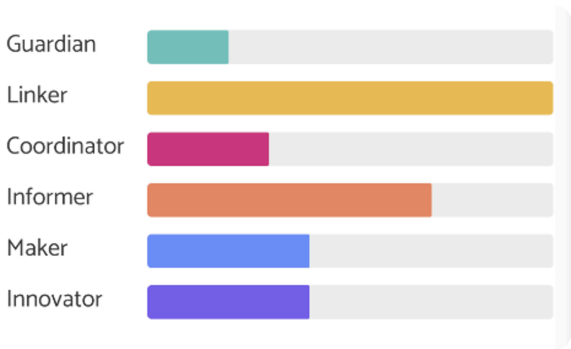
9. Careers Planning

CAREER PLANNING

Planning your Career is not an event, it is a process. That process of Career Development and Management, continues throughout your life. It is about taking charge of your own career ideas so that you can develop them through research and reflection. A wise career plan is one that builds in change and flexibility, as options and possibilities will change, and so will you!

At sixteen or so, very few young people know exactly what they want to do in future. Ask your parents! Even those who are *sure* about what they want to do will often refine these plans and even change direction quite dramatically. Others will just follow a very general interest and find what they want by trying things out. All that is okay. The key to success is to be **aware** enough to see opportunities as they come along and **flexible** enough to change when your choice is no longer a good fit for you.

Work is not divided into single jobs or industries, as we once thought. Instead we see **clusters** of occupations that are all interconnected. This way, your skills in one area can lead to work in many different fields. What you learn in a subject, whether at school or university, is much more than

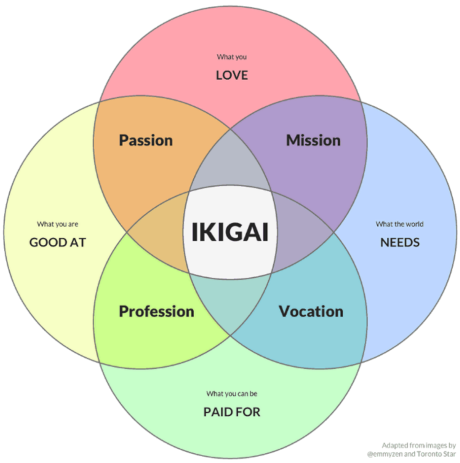


content. You also gain many **transferrable skills** that can be used in different jobs or industries. Skills such as Communication, Problem Solving and Teamwork. See more at https://www.seek.com.au/career-advice/article/transferable-skills-checklist

For that reason, it is also fine to take subjects in your VCE just because you like them! You do not have to just take subjects that lead to a chosen career path. Do what you enjoy, and you will enjoy your VCE years. That will ensure you achieve your personal best.

The aim of careers education and counselling is to help you find what the Japanese call ***Ikigai*** (ee-kee-g-eye). This is your "happy place", where the work is interesting enough and challenging enough and fits in with your values, needs and interests. The main principle of *Ikigai* is to seek the right balance of the four main elements. You will come close to finding your *happy place* in your working life if you seek to do:

- What you love doing
- What you are good at
- What the world needs, and
- What you can be paid for.



Have a look at this video – it makes perfect sense! The Japanese Formula for Happiness - Ikigai

WHERE DO I BEGIN?

Career Planning is a vital step to undertake before you can be ready to choose your course and subjects for Year 11 and 12. Most Year 10 students have already begun the process through completing their Morrisby Profile and using it to fine-tune their careers thinking.

You will be able to optimise your future plans if you:

UNDERSTAND YOURSELF - what you *love* doing and what you are good at.

Every person is the sum of many parts, such as:

- Ideas
- Skills

- Interests
- Talents
- Abilities
- Learning styles
- Values
- Ways of relating to others

Some people spend a lot of time thinking about these matters, other just do things. Now is the time to do some reflecting. Now you can make good use of your Morrisby Profile. This is not just a one-off assessment; it is a tool to re-visit over time to **guide** your reflections about yourself and help you **research** the possibilities and opportunities that your individual profile suggests. Get started here: https://app.morrisby.com/login

It will help you choose your program if you have considered:

1. Your INTERESTS – What you **enjoy** doing
2. Your ABILITIES – what you are **good at**
3. Your WORK & LEARNING STYLE **How** you like to work – doing, thinking, reading, drawing - whether alone or in a team, indoors or outdoors, leading others or not.
4. Your VALUES – what you think is **important**

These are all vital considerations for your subject selection, and for a happy and successful Senior School experience. Everyone **is** different, of course, so you might find that, once you understand your *own* interests and needs, you will not necessarily choose the same subjects as your friends. You will achieve better results because you personally have that interest and determination to succeed!

UNDERSTAND WHAT IS OUT THERE - What the world needs and what you can be paid for

Next you need to know a little bit about the world of work – what are the different kinds of work you can do that will be the BEST FIT for all of those aspects of yourself that you have discovered. What can you be paid for?

One of the best ways to discover the jobs that are out there is to hear peoples' stories about their work. You will find some excellent videos here:

Student Edge JOB VIDEOS

You might also like to see what jobs are related to the subjects you might study:

Career Targets

You can also explore our new College Careers Website, our Pathways Hub - https://studyworkgrow.com/education/school/st-marys-college/ for information on jobs, courses, tertiary institutions, job videos, apprenticeships, how families can support their student, and much more!

UNDERSTAND THE PATHWAYS involved in getting where you want to go.

The last task is to work out the pathways to your favourite kind of work.

Nobody is asking you do decide on "one job", but you do need to have an idea of the **general area** you want to work or study in, and the **requirements** you need to study the courses and work in a range of jobs in that field. Try not to narrow it down too much! However, it is important to know whether a **university degree** is required and if so, **what VCE subjects are needed** to get a place in that degree.

HERE ARE SOME LINKS TO HELP YOU RESEARCH YOUR OPTIONS:

For Jobs: Your Career - Occupations

For Courses: VTAC - Year 10 Guide, Course Descriptions, Pre-requisites. Also Course Seeker

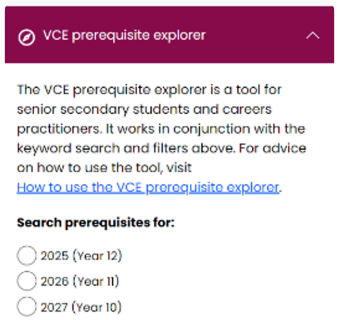
If you have a good idea of the career area you wish to pursue, a good way to look at the areas of study available at university level and the range of courses in each, check out the Course Matrices here: Course Matrices

If you are interested in the more practical Certificates and Diplomas offered in post-secondary Vocational Education courses, check out Victorian Skills Gateway . These courses are also shown on the VTAC Course Search, which has most tertiary courses at Universities, Vocational Education Institutes and Private Colleges.

The VTAC Website is a vital resource for all students in Year 11 & 12. The most important thing to check on VTAC is whether the university courses you might want to do have *required* VCE subjects for entry, called **pre-requisites**. Most university courses ONLY require a VCE English. Most vocational course have no pre-requisites. The **VTAC Year 10 Guide** is the best place to help you understand entrance requirements and all that Year 10

students need to know: https://vtac.edu.au/guides/y10guide . There is also a worksheet to help you choose your subjects the right way!
More information on Pre-requisites is at: Meeting Pre-requisites .

A list of University Pre-requisite subjects for 2027 is available here: https://vtac.edu.au/files/pdf/publications/prerequisites-for-2027.pdf
You can also use VTAC's Pre-requisite and Course Explorer to check the effect of choosing different subjects on the courses you can apply for: VTAC Prerequisite Planner



Another great resource for you that covers all you need to know as a Year 10 student or parent is the **VTAC YEAR 10 GUIDE.**

For a full explanation of VET studies, VCE and VCE VM, as well as student stories about their experiences and pathways, the VCAA publish ***Where to Now?*** It is available in hard copy from school, PDF or as a website: Where to Now?

You can find more information on VCE and VCE Vocational Major at the ***Your World. Your VCE*** website https://www.vic.gov.au/vce .
Here you can also find descriptions in **Easy English** https://www.vic.gov.au/many-talents-one-vce-easy-english
For VCE information in Languages other than English https://www.vic.gov.au/vce/languages

10. Selection Process

Subject Selection Process at St Mary's College

The timeline for selecting subjects for 2024 is given on the Timeline page. Please make sure that you work within these deadlines to register your requests.

The process is designed to give support and guidance to students and to assist them to make informed choices.

1. Read through the online handbook pages to make sure that you understand the range of options that are available. The subject information in these pages summarises the VCAA **VCE Study Designs** and **VM Study Design**.

2. Parents and students should attend the Senior Studies information evening. There will be subject displays which will give you the opportunity to connect with staff and ask questions relating to your relevant pathway.

3. All Year 11 2025 students must attend a course counselling session, which can be booked through your PAM account. You will need to select **a time** and **a teacher** for your interview. These will be conducted on the Edmund Rice campus. During this session, you will have the opportunity to discuss and plan for your Senior Studies pathway. It would be helpful to have the following documents available during this session:

- Semester 1 report
- Morrisby Online Revision sheet
- Course planner (available on the Course Planner page)

- Career pathway information, ie preferences for any courses that you are interested in etc.

4. The online selection will be completed using Edval choice website. You are able to make changes up until the closing date, August 28 2025.

It is very important that you **list the subjects in order of preference**, with the subject that you want to do most as preference 1.

Please consider the reserve list of subjects as part of your preferences as there is a good possibility that you will be placed in one of these classes.

Your list of subjects, together with all the other students in Year 11, will be used to generate the subjects offered in each line for 2024. In some cases, students will be allocated their reserve subjects because:

- One or more of their preference subjects had too few students to create a class
- Two or more of their preference subjects have been placed on the same line

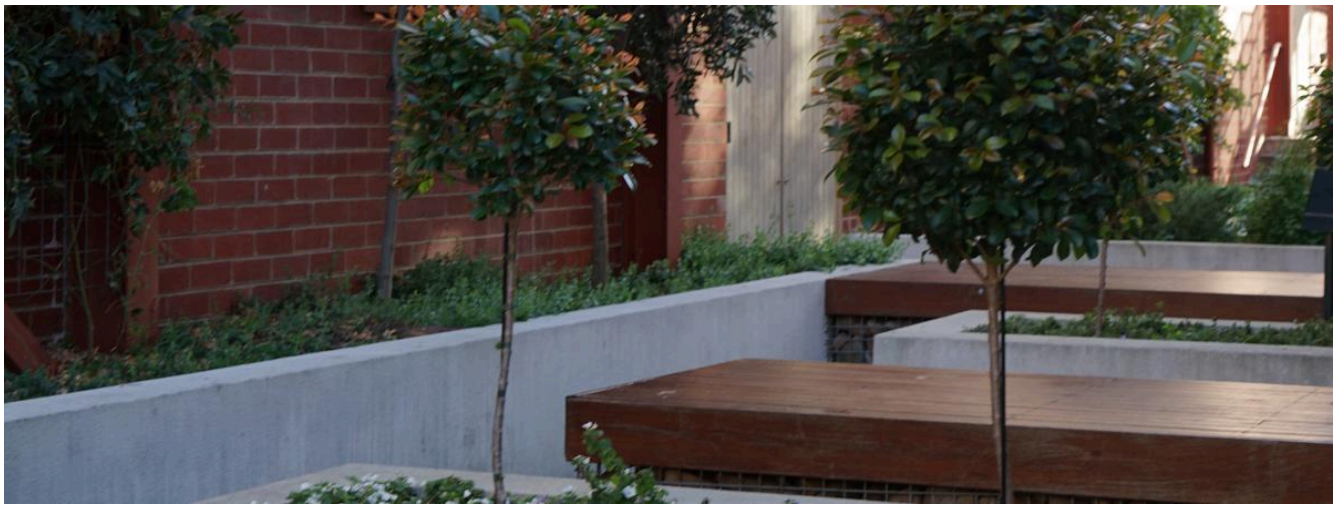
Students will be given the opportunity during Term 4 to negotiate changes to their allocated subjects. There will be a notice in the daily messages to explain this process.

We are committed to working with students individually to design the best course to suit their academic and future pathways needs.

How to list your preferences for 2025

- A link to Edval Choice can be found on SIMON in the School Links tab
- You will be emailed a unique Webcode from a '*noreply'* address to use when you log into Edval Choice (please look for this in your junk if you cannot find it in your mail list)
- Detailed instruction on how to enter your preferences will be available
- You will be able to enter your preferences for 2024
- You will also need to register 2 reserve preferences that will be used if one of your preferred subjects does not have enough students to run, or if there are unavoidable clashes
- All preferences must be entered by August 28, 2024

- Once you have entered your preferences you will need to download and print the parent permission page. A parent or carer will need to sign the form. The signed form must either handed to your Pastoral Care teacher or emailed to **subjectselections@stmaryscollege.vic.edu.au**



12. VCE Courses

VCE Courses at St Mary's College

Below is the list of VCE subjects offered at St Mary's College. We aim to offer a wide variety of subjects with expert teachers to best support, inspire and prepare our students for the future.

Subjects are offered based on student preferences; should there not be enough interest in a subject, it may not be offered in 2025.

Subject Group	Unit 1 and 2	Unit 3 and 4
Religious Education	Unit 2 Religion & Society	Year 12 Religion: through Music, through Art, Indigenous Spirituality or Service
English	English	English
	Literature	Literature
	English as an Additional Language	English as an Additional Language
Business and Economics	Business Management	Business Management
	Economics	Economics
	Legal Studies	Legal Studies
Digital Technologies	Applied Computing	Data Analytics
Health and Physical Education	Health & Human Development	Health & Human Development
	Physical Education	Physical Education
Humanities	Modern History	History Revolutions
		Global Politics
Languages	Italian	Italian
	Japanese (VSL)	Japanese (VSL)
Mathematics	Foundation Mathematics	Foundation Mathematics
	General Mathematics	General Mathematics
	Specialist Mathematics	Specialist Mathematics
	Mathematical Methods	Mathematical Methods
Performing Arts	Drama	Drama
	Music	Music
Science	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
	Psychology	Psychology
Technology	Food Studies	Food Studies
	Product Design & Technology	Product Design & Technology
Visual Arts	Media	Media
	Art Making and Exhibiting	Art Making and Exhibiting
	Visual Communication Design	Visual Communication Design

Religious Education Group

Course Outline

Religious Education at St Mary's College

Scroll down for descriptions of:

- Religion and Society
- Year 12 Religious Education

When enrolled in a Catholic secondary school, it is a requirement for students undertake Religious Education as a part of their Senior Studies.

Religion and Society

Course Description

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and

have at times supported the unethical behaviour of other power structures in society and of individuals.

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

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

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

Course Structure

Unit 1 – The role of religion in society (Completed in Year 10)

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

A range of examples is studied throughout the unit. For all areas of study, students explore detailed examples from more than one spirituality, religious tradition or religious denomination. These may be from one or more of the groups below. In addition, for Areas of Study 1 and 2 further shorter illustrative examples should be selected for study from across all the groups below:

- Spiritualities of First Nations peoples (such as in Australia and Oceania; Africa; Canada and the rest of the Americas; Siberia and the rest of Russia; Scandinavia)
- Spiritual and religious ideas in prehistory (associated with, for example, hunter-gatherer societies, Çatalhöyük, Göbekli Tepe, Jericho, Lascaux, Stonehenge)
- Religious traditions of ancient civilisations and empires (such as Babylonia, Canaan, Ancient China, Ancient Egypt, the Indus Valley civilisation, Ancient Rome, Sumer)
- Asian religious and philosophical traditions (such as Buddhism, Confucianism, Hinduism, Jainism, Shintoism, Sikhism, Taoism)
- Abrahamic religions (such as the Baha'i Faith, Christianity, Islam, Judaism).

Area of Study

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

Unit 2 – Religion and Ethics (Completed in Year 11)

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions within a culture at a particular point in time.

Today, religious and philosophical traditions interact with other sources of authority and moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values

centred on human dignity and basic justice. These perspectives and values remain fundamental to many legal and social systems, and to codes of behaviour. They constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist.

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Area of Study

1. Ethical decision-making and moral judgement
2. Religion and ethics
3. Ethical issues in society

Unit 3 – The search for meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this search for meaning, various spiritual, religious, philosophical, scientific and ideological worldviews have been developed. Religion has developed answers in the form of a truth narrative: various beliefs and other aspects that have offered ways of establishing meaning, not only for human existence but also for all that exists. The aspects of religion also attempt to express and explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

The beliefs of religion are the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife. These beliefs, together with their expressions through the other aspects, form the distinctive identity of a religious tradition or religious denomination.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Religious traditions or religious denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Area of Study

1. Responding to the search for meaning
2. Expressing meaning
3. Significant life experience, religious beliefs and faith

Unit 4 – Religion, challenge and change

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Religious traditions and religious denominations are in a constant state of development as members apply their talents and faith to extend the intellectual and aesthetic nature of a tradition's or denomination's beliefs, of the expression of these beliefs and of the application of these beliefs to their lives. Opportunities for development also come from significant challenges in the interaction of religious traditions and religious denominations and society, including the needs and insights of their members and other people and groups within wider society. A challenge is a situation that stimulates a response from society and/or religious traditions and religious denominations. These challenges and the religious tradition and religious denomination are influenced by broader contexts such as changing economic and environmental conditions, and political, social or technological developments.

Religious traditions and religious denominations can take stances for or against challenges, or they can take a stance of indifference. Consequently, actions that involve different aspects of the religious tradition or religious denomination are implemented. These actions may resist or embrace change and affect wider society and/or the religious tradition or religious denomination itself. A key aim beyond resolution of the challenge itself is for religious traditions to retain integrity, authenticity, authority, adherents and, ultimately, identity. However, the interaction between religious traditions and religious denominations and society may not always achieve these aims and there may be a series of interactions as a challenge is negotiated.

In this unit students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious

tradition or religious denomination.

Religious traditions or religious denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Area of Study

1. Challenge and response
2. Interaction of Religion and society

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Reports
- Debates
- Identification exercises
- Analytical exercises
- An essay
- Written exercises
- Annotated charts
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
    - a report
    - an essay
    - a case study
    - analytical exercises
    - structured questions
    - extended responses
- Unit 4 School-based Assessment (25%)
    - a report
    - an essay

- a case study
- analytical exercises
- structured questions
- extended responses

- Examination (50%)

Religious Education Year 12

Course Description

Religious Education is a compulsory area of study for all students in Year 12. The Religious Education program is designed to meet the faith and spiritual needs of all students through our Catholic tradition and the charism of Blessed Edmund Rice.
Participation in a retreat day also makes up the Religious Education program for all students.

Course Structure

Students will participate in four units of Religion across term one and two. Each unit will last for four-five weeks and one project will be completed in each unit and used as assessment. In term 3 students will study the Sycamore project.

The Sycamore Program

How can we find happiness? What is the meaning of life? Is there a God? Does prayer make a difference? Sycamore explores our Christian faith and its relevance for life today. It is an opportunity to share ideas, explore beliefs, and think about questions that really matter. Each Sycamore session involves a short film, some time for discussion and journal writing.

Religion through Music

The emphasis of this unit is preparing and performing music for Mass and liturgies and developing an understanding of liturgical music. Students will explore what sacred music is and how it has changed over time. They will investigate how to share a message through contemporary songs and engage in composing and performing liturgical music.

Religion through Art

Students explore how religion has been expressed over time in a variety of mediums. Discover the religious beliefs, customs and values that religious art communicates. Respond to art works and create your own piece of art.

Religion through Indigenous Spirituality

Students explore how Indigenous Australians express their spirituality through rituals, stories, artefacts, song, myth, dance, places and times. The appreciate the intense

Indigenous connection to land and compare that to the Catholic Social Teaching of “Care for our Common Home.”

Religion through Service

Students have an opportunity to assist those in our community by putting into action the Gospel values of love, compassion and service. Students will organise fundraisers, cook food for a homeless charity the school partners with and participate in other charitable activities to benefit the vulnerable in our community.

Assessment

Level of Achievement

Coursework

Each unit of study, two per term in Semester 1 and then one unit In Semester 2, will have a school assessed task based on a set of outcomes.

11. Vocational Major Courses

Vocational Major Courses at St Mary's College

Scroll down for descriptions of:

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

Literacy

Course Description

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

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including traditional books, film, 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.

Course structure

Unit 1

Area of Study 1 – Literacy for Personal Use

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Area of Study 2 – Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Unit 2

Area of Study 1 – Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or

workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practice note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Area of Study 2 – Responding to opinions

In this area of study students practice their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Unit 3

Area of Study 1 – Accessing and understanding instructional, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2 – Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4

Area of Study 1 – Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2 – Speaking to advise or advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies,

they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

Entry and Recommendations

Students undertaking the Vocational Major pathway to VCE are required to complete 4 units of Literacy or VCE English. Therefore, students would be expected to enrol and complete all 4 Literacy units if choosing the VM pathway or will need an alternative VCE English sequence of 4 units.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Students must document work evidence in a folio and must meet the required standards of the unit demonstrating reading writing and oracy skills at the required level.

Level of Achievement

All Literacy Units

- Coursework
  - School based assessments
  - Set reading tasks
  - Compiled submission of evidence
  - Project based tasks and outcomes
  - Classroom based testing
  - Classroom oral presentations

Numeracy

Course Description

Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Course structure

Unit 1

Area of Study 1 – Number

In this area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

Area of Study 2 – Shape

In this area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

Area of Study 3 – Quantities and measures

In this area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

Area of Study 4 – Relationships

In this area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications. They should be able to recognise when change is occurring, be able to identify common and simple mathematical relationships and variables, and apply the most appropriate process or processes to determine the results of change.

Unit 2

Area of Study 5 – Dimension and direction

In this area of study students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams. The study of dimension also includes common and routine angles with degrees and an awareness of the one-, two- and three-dimensions of space.

Area of Study 6 – Data

Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and be confident in describing general patterns and trends.

Area of Study 7 – Uncertainty

In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and

familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

Area of Study 8 – Systematics

In this area of study students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information. Students will choose a number of inputs of familiar data, compare the outputs and results, and understand the representations and any summary information derived from the technology.

Unit 3

Area of Study 1 – Number

In this area of study students undertake single- and multi-step operations and tasks applied to a range of numbers, including positive and negative numbers, fractions, decimals and percentages and numbers expressed using familiar power notations. Students should be confident in selecting the appropriate method or approach required and communicating their ideas. They should be at ease with performing calculations both manually and using software tools and devices.

Area of Study 2 – Shape

In this area of study students learn to recognise and name a range of two-dimensional shapes and three-dimensional objects. They classify, manipulate, represent and construct a range of simple and compound shapes in diagrammatical and concrete forms. Students also become familiar with the different characteristics and properties used in classifying shapes.

Area of Study 3 – Quantity and measures

In this area of study students develop an understanding of metric measurements and their units of measurement applied to multi-step measurement tasks including working with commonly used non-metric measurements and their units of measure. Students will conduct estimations of measurements, perform a range of measurement calculations, and undertake conversions with the embedded use of different technologies.

Area of Study 4 – Relationships

In this area of study students recognise, understand and represent relationship and change in more formal mathematical terms, where it exists in relevant real-life contexts and applications. Students should understand when change is occurring and be able to identify and use formal mathematical relationships, variables, and mathematical processes to determine the results of change.

Unit 4

Area of Study 5 – Dimension and direction

In this area of study students develop an understanding of the use of space, direction and location in relation to landmarks and compass directions. Students should be able to accurately give and follow complex directions to multiple locations based on digital and printed maps and diagrams. The study of dimension also includes angles with degrees and spatial awareness.

Area of Study 6 – Data

Data can be found in everyday life, workplaces and society. In this area of study, students collect, represent and undertake different analyses of data to discover patterns in data, undertake summary statistics, and derive meaning from data located within relevant but possibly unfamiliar or non-routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and their analysis and be confident to represent, describe and reflect on any patterns, outcomes and trends.

Area of Study 7 – Uncertainty

In this area of study students use concepts of randomness, chance and probability. Students should be able to make mathematical predictions about the likelihood of events occurring or not occurring. They should be able to consider and make conclusions about likelihood based on the data and make straightforward inferences. Students should be familiar with the concept of risk and apply the idea of uncertainty to risk.

Area of Study 8 – Systematics

In this area of study students develop an understanding of inputs and outputs of technology, including emerging technologies, that can be used for the purposes of planning, collecting, sorting or categorising a range of quantitative or mathematical data and information. Students should be confident in choosing multiple inputs of data, compare the outputs and

results, and analyse, review and make decisions and conclusions based on the representations and any summary information derived from the technology.

Entry and Recommendations

There are no prerequisites for entry to Numeracy Units. Students undertaking the Vocational Major pathway to VCE are required to complete a minimum of 2 Numeracy units and have a minimum requirement for units at 3 and 4 level. Therefore, students would be expected to enrol and complete all 4 units if choosing this pathway or an alternative VCE Mathematics sequence of 2 units.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Students must document work evidence in a folio or book and must meet the required standards of the unit.

Level of Achievement

All Numeracy Units

- Coursework
  - School based assessments
  - Mathematics class set tasks
  - Compiled submission of evidence
  - Project based tasks and outcomes
  - Classroom based testing

Work Related Skills

Course Description

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).

Course structure

Unit 1 Careers and learning for the future

Area of Study 1 – Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2 – Presentation of career and education

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop

strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Unit 2 Workplace skills and capabilities

Area of Study 1 – Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Area of Study 2 – Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Unit 3 Industrial relations, workplace environment and practice

Area of Study 1 – Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2 – Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination

and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Area of Study 3 – Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Unit 4 Portfolio development

Area of Study 1 – Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Area of Study 2 – Portfolio presentation

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

Entry and Recommendations

There are no prerequisites for entry to WRS Units, Students undertaking the Vocational Major pathway to VCE are required to complete a minimum of 2 WRS units and have a minimum requirement for units at 3 and 4 level. Therefore, students would be expected to enrol and complete all 4 units if choosing this pathway.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Students must document work evidence in a folio and must meet the required standards of the unit.

Level of Achievement

All PDS Units

- Coursework
  - School based assessments
  - Portfolio submission of evidence
  - Project based tasks and outcomes
  - Engagement and learning through Enrichment Program
  - Engagement with a workplace or experience with work.

Personal Development Skills

Course Description

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.

Course structure

Unit 1 Healthy Individuals

Area of Study 1 – Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2 – Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3 – Promoting a healthy life

In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2 Connecting with Community

Area of Study 1 – What is community?

In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Area of Study 2 – Community cohesion

In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3 – Engaging and supporting community

In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Unit 3 Leadership and Teamwork

Area of Study 1 – Social awareness and interpersonal skills

In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues. Students will focus on qualities of leadership and how these qualities can be applied to achieving goals within personal and community contexts. Students will examine the characteristics of effective leaders and reflect on how leadership qualities and styles can be applied in a range of contexts. Implicit to this unit is that leadership begins with the, develops to leadership of others and then to communities.

Area of Study 2 – Effective leadership

In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3 – Effective teamwork

In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Unit 4 Community project

Area of Study 1 – Planning a community project

In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Area of Study 2 – Implementing a community project

In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of Study 3 – Evaluating a community project

In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present

findings, identify and practice appropriate presentation skills, and make decisions about how a community project will be evaluated.

Entry and Recommendations

There are no prerequisites for entry to PDS Units, Students undertaking the Vocational Major pathway to VCE are required to complete a minimum of 2 PDS units and have a minimum requirement for units at 3 and 4 level. Therefore students would be expected to enrol and complete all 4 units if choosing this pathway.

Assessment

Satisfactory Completion
Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Students must document work evidence in a folio and must meet the required standards of the unit.

Level of Achievement
All PDS Units

- Coursework
- School based assessments
- Folio submission of evidence
- Project based tasks and outcomes
- Engagement and learning through Enrichment Program

English Group

Course Outlines

English Courses at St Mary's College

Scroll down for descriptions of:

- English
- English as Additional Language
- Literature

English

Course Description

In this subject, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their understanding of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen their reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Course Structure

Unit 1

In this unit, students make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text. They demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific

context and audience to achieve a stated purpose. They describe individual decisions made about the vocabulary, text structures, language features and conversations used during writing processes.

Areas of Study

1. Reading and exploring texts
2. Crafting texts

Unit 2

In this unit students explore and analyse how the vocabulary, text structures, language features and ideas in a test construct meaning. They explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience. They construct a point of view text for oral presentation.

Areas of Study

1. Reading and exploring texts
2. Exploring argument

Unit 3

In this unit students analyse ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. They demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose. They explain their decisions made through writing processes.

Areas of Study

1. Reading and responding to texts
2. Creating texts

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

1. Reading and responding to texts
2. Analysing argument

Entry and Recommendations

VCE English is a compulsory subject for all students at St Marys' College. This ensures that the requirement of the VCE certificate of at least 3 English Units is met.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for each unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
  - Personal response to a text
  - Crafting texts
  - Examination
- Coursework - Unit 2
  - Text response
  - Analysis of argument and persuasive language response
  - Point of view oral response
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Text analysis
  - Written text in consideration of audience, purpose and content
  - Commentary on writing process
- Unit 4 School-based Assessment (25%)
  - Text analysis
  - Analytical response to argument
  - Analytical response to audiovisual material
  - Point of view oral presentation
- Examination (50%)

English as an Additional Language

Course Description

In this subject, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their understanding of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen their reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Course Structure

Unit 1

In this unit, students make personal connections with, and identify selected vocabulary, text structures, language features and ideas in a text. They demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose. They describe individual decisions made about the vocabulary, text structures, language features and conversations used during writing processes.

Areas of Study

1. Reading and exploring texts
2. Crafting texts

Unit 2

In this unit students identify and develop analysis of how the vocabulary, text structures, language features and ideas in a test construct meaning. They explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience. They construct a point of view text for oral presentation.

Areas of Study

1. Reading and exploring texts
2. Exploring argument

Unit 3

In this unit students listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. They demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose. They comment on their decisions made through writing processes.

Areas of Study

1. Reading and responding to texts
2. Creating texts

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audience about an issue currently debated in the media.

Areas of Study

1. Reading and responding to texts
2. Analysing argument

Entry and Recommendations

VCE English is a compulsory subject for all students at St Marys' College. This ensures that the requirement of the VCE certificate of at least 3 English Units is met.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for each unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Unit 1

- Coursework – Unit 1
    - Personal response to a text
    - Crafting texts

- Examination

Unit 2

- Coursework – Unit 2
  - Text Response
  - Analysis of argument and persuasive language response
  - Point of view oral response
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Text analysis
  - Creative response
  - Comprehension of an audio/audio visual text
  - Reflection on writing process
- Unit 4 School-based Assessment (25%)
  - Analytical response to text
  - Analysis of argument and language response
  - Point of view oral presentation
- Examination (50%)

Literature

Course Description

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

Course Structure

Unit 1

In this unit students respond to a range of texts through close analysis. They explore conventions common to a selected movement or genre. They engage with the ideas,

concerns and representations from at least on complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Areas of study

1. Reading practices
2. Exploration of literary movement and genres

Unit 2

In this unit students explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. Students analyse and respond to the representation of a specific time period and /or culture explored in a text and reflect or moment on the ideas and concerns of individuals and groups in that context.

Areas of Study

1. Voices of Country
2. The text in its context

Unit 3

In this unit students analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form. They develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Areas of Study

1. Adaptations and transformation
2. Developing interpretations

Unit 4

In this unit students respond creatively to a text and comment critically on both the original text and the creative response. They analyse literary forms, features and language to present a coherent view of a whole text.

Areas of Study

1. Creative responses to texts
2. Close analysis of texts

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for each unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
    - Adaptation/Transformation response
    - Close analysis
    - Creative response
    - Examination
- Coursework – Unit 2
    - Interpretation of a text
    - Passage analysis
    - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
    - A written interpretation of a text, supported by critical literary readings

    - An analysis of how textual form influences meaning.
        - Part A: An exploration and analysis of how the meaning of a text may change when it is adapted or transformed into another form. (Example: from written text to film)
        - Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.
    - Unit 4 School-based Assessment (25%)
        - A creative response to a text. (Example: being inspired by a short story to write your own)
        - A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text.

- A close analysis of a text, supported by an examination of textual details, based on a selection of three passages from the original text.
- Examination (50%)

Business and Economics Group

Course Outlines

Business and Economics Courses at St Mary's College

Scroll down for descriptions of:

- Business Management
- Economics
- Legal Studies

Business Management

Course Description

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors

Course Structure

Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Area of Study

1. The business idea
2. Internal environment
3. External environment

Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business.

Area of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives.

Area of Study

1. Business foundations
2. Human resource management
3. Operations management

Unit 4 – Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Area of Study

1. Reviewing performance – the need for change
2. Implementing change

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
  - Case study
  - Business plan
  - Business survey and analysis
  - Examination
- Coursework – Unit 2
  - Case study

- Business research report Interview and report on business
- Business simulation
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Case studies
  - Structured questions
- Unit 4 School-based Assessment (25%)
  - Case studies
  - Structured questions
- Examination (50%)

Economics

Course Description

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

Course Structure

Unit 1 – Economic decision-making

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

Area of Study

1. Thinking like an economist
2. Decision making in markets
3. Behavioural economics

Unit 2 – Economic issues and living standards

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.

Area of Study

1. Economic activity
2. Applied economic analysis of local, national and international economic issues

Unit 3 – Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students investigate the key factors that affect the level of demand and supply in markets and how these might lead to changing prices, as well as the movement of land, labour and capital resources to those areas of production that generate the most value for society. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

Area of Study

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

Unit 4 – Managing the economy

This unit focuses on how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy to help stabilise the business cycle to achieve the domestic macroeconomic goals. Students also examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved. This occurs by students investigating the different approaches that policymakers may take to promote efficiency through productivity growth, reductions in the costs of production, and improvements in the quality and quantity of the factors of production.

Area of Study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determi ned by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
  - Folio of exercises
  - Investigation report
  - Presentation
  - Examination
- Coursework – Unit 2
  - Folio of exercises
  - Economic simulation
  - Presentation

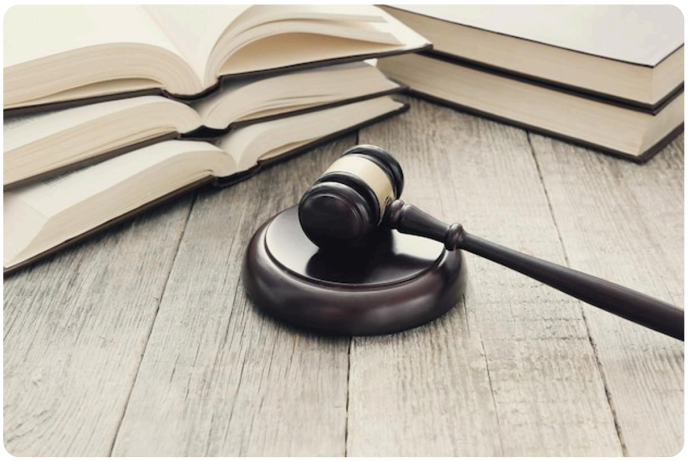
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Folio of applied economic exercises
  - Case study
  - Report
- Unit 4 School-based Assessment (25%)
  - Essay
  - Report
  - Problem solving exercises
- Examination (50%)

Legal Studies

Course Description



In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

Course Structure

Unit 1: The presumption of innocence

In this unit students describe the main sources and types of law and evaluate the effectiveness of laws. They explain the purposes and key concepts of criminal law. They use legal reasoning to argue the criminal culpability of an accused based on actual and/or

hypothetical scenarios. Students explain the key concepts in the determination of a criminal case.

Area of Study

1. Legal foundations
2. Proving guilt
3. Sanctions

Unit 2: Wrongs and rights

Students explain the purpose and key concepts of civil law and resolution of a civil dispute. They investigate a contemporary human rights issue in Australia.

Area of Study

1. Civil liabilities
2. Remedies
3. Human rights

Unit 3: Rights and Justice

In this unit students explore the criminal justice system and the civil justice system.

Area of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4: The people, the law and reform

In this unit, students explore the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making. They explain the reasons for law reform and constitutional reform.

Area of Study

1. The people and the law-makers
2. The people and reform

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Folio of exercises
- Presentation
- Role-play
- Debate
- Report
- Examinations

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Case study
  - Essay
  - Report
  - Folio of exercises
- Unit 4 School-based Assessment (25%)
  - Case study
  - Essay
  - Report
  - Folio of exercises
- Examination (50%)

Digital Technologies Group

Course Outline

Computing at St Mary's College

Computing

Course Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these
technologies can bring to society at a local and at a gl obal level. VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

Course Structure

Unit 1: Applied computing

This unit introduces students to the stages of the problem solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students upskill in a number of software tools including databases, spreadsheets, python programming.

Area of Study

1. Data analysis
2. Programming

Unit 2: Applied computing

This unit introduces students to develop innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a network environment. Students learn about networks and are introduced to a number of software and hardware tools to create an innovative solution.

Area of Study

1. Innovative solutions
2. Network security

Unit 3: Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. They undertake a research project investigating data available and create spreadsheets and databases to solve information problems.

Area of Study

1. Data analytics

2. Data analytics: analysis and design

Unit 4: Data analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. They continue to work on their research project and compare organisation security systems to determine if they are safe from threats. They monitor their projects using Gantt charts.

Area of Study

1. Data analytics: development and evaluation
2. Cybersecurity: data and information security

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determi ned by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit1 and 2

- Coursework – Unit 1
    - Folio of database skills

    - Folio of spreadsheet skills
    - Case Studysolution
    - Examination
- Coursework – Unit 2
    - Presentation of networks
    - Folio of HTML skills
    - Case study
    - Network design
    - Innovative solution
    - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (10%)
    - Database and Spreadsheet case study solution
- Unit 4 School-based Assessment (10%)
    - Comparison of two organisation security and threats
- School AssessedTask (30%)
    - Report on topic
    - Investigation of data related to the topic
    - Manipulation of data using a range of software skills
    - Creation and evaluation of infographic and data visualisation
    - Project management
- Examination (50%)

Health and Physical Education Group

Course Outlines

Health and Physical Education Courses at St Mary's College

Scroll down for descriptions of:

- Health and Human Development
- Physical Education

Health and Human Development

Course Description

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

Course Structure

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Area of Study

1. Health and perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships possible considerations of parenthood and management of health-related milestones and changes.

Area of Study

1. Developmental transitions
2. Health care in Australia

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental

conditions required for health improvement, as stated by the World Health Organization (WHO).

Area of Study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Area of Study

1. Health and wellbeing in a global context
2. Health and sustainable development goals

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Report Presentation

- Structured question
- Examinations

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Report
  - Presentation
  - Structured question
- Unit 4 School-based Assessment (25%)
  - Report
  - Presentation
  - Structured question
- Examination (50%)

Physical Education

Course Description

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Course Structure

Unit 1 – The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Area of Study

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

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits.

Area of Study

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

Unit 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Area of Study

1. How are movement skills improved?
2. How does the body produce energy?

Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training.

Area of Study

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

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

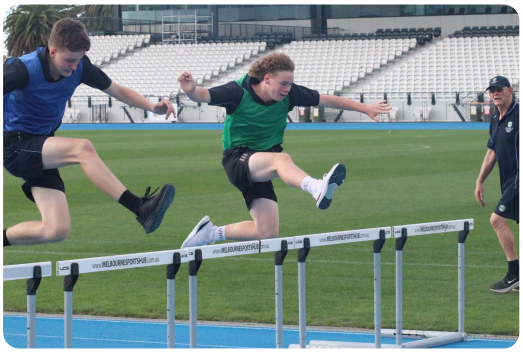
Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

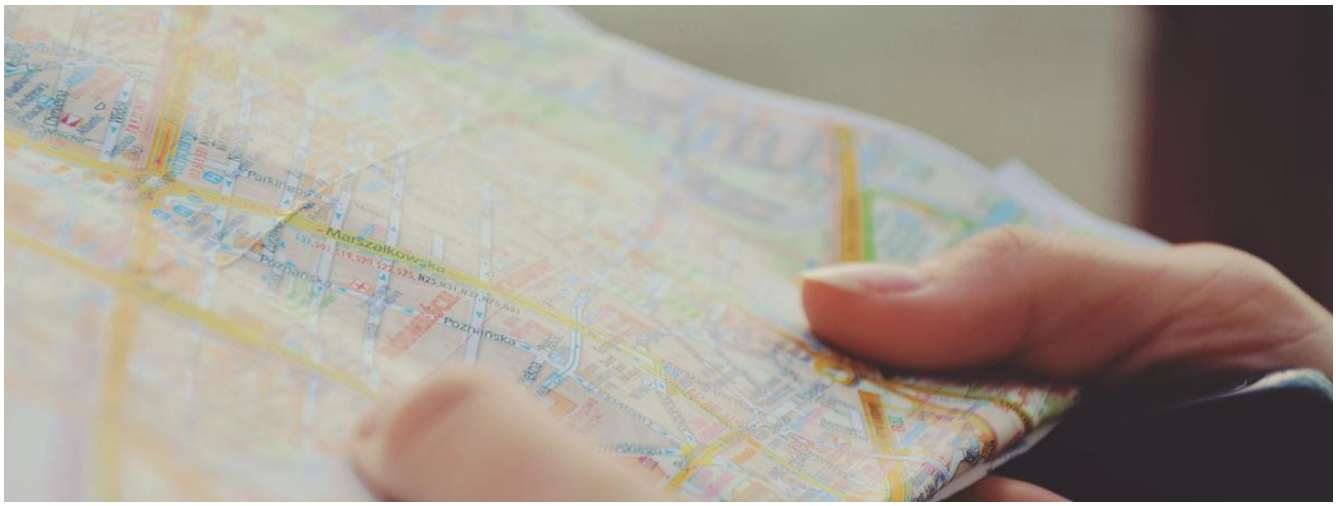


- Coursework – Unit 1
  - Practical activities
  - Case study
  - Data analysis
  - Reflection Presentation
  - Simulation Report
  - Structured questions
  - Examination
- Coursework – Unit 2
  - Written plan

- Presentation
- Report
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Practical report
  - Case study
  - Data analysis
  - Reflection
  - Presentation
  - Structured questions
- Unit 4 School-based Assessment (25%)
  - Report
  - Reflection
  - Design a training program
- Examination (50%)



Humanities Group

Course Outline

Humanities Courses at St Mary's College

Scroll down for descriptions of:

- History
- Politics

History

Course Description

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

Course Structure

Unit 1 – Change and Conflict

In this unit students explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two. They explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Area of Study

- Ideology and conflict
- Social and cultural change

Unit 2 – Changing the world order

In this unit students explain the causes of the Cold War and analyse its consequences on nations and people. They explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Area of Study

- Causes, course, and consequences of the the cold war
- Challenge and change

Unit 3 and 4 – Revolutions

In Units 3 and 4 Revolutions students analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements. They analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Timelines:

- The American Revolution (1754–4 July 1776)
- The French Revolution (1774–4 August 1789)
- The Russian Revolution (1896– 26 October 1917)
- The Chinese Revolution (1912–1 October 1949)

Area of Study

1. Causes of revolution

2. Consequences of revolution

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Historical inquiry
- Analysis of primary source
- Analysis of historical interpretation
- Essay
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
  - Historical inquiry
  - Analysis of primary source
  - Analysis of historical interpretation
  - Essay
- Unit 4 School-based Assessment (25%)
  - Historical inquiry
  - Analysis of primary source
  - Analysis of historical interpretation
  - Essay
- Examination (50%)

Unit 3 and 4 Global Politics

Course Description

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Course Structure

Unit 3 – Global actors

In this unit students evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty. They analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.

Area of Study

1. Global actors
2. Power in Asia-Pacific

Unit 4 – Global challenges

In this unit students analyse the debates relating to TWO global ethical issues and evaluate the effectiveness of global actors' responses to these issues. They analyse TWO contemporary global crises and evaluate the effectiveness of global actors' responses to these.

Area of Study

1. Ethical issues and debates
2. Global crisis

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 3 and 4

- Unit 3 School-based Assessment (25%)
- Unit 4 School-based Assessment (25%)
- Examination (50%)

Languages Group

Course Outlines

Language Courses at St Mary's College

Scroll down for descriptions of:

- Italian
- Japanese (VSL)

Students studying languages not offered at St Mary's College through VSL will be accommodated and supported by the College. Speak to us about how we can help you.

Italian

Course Description

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of

communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons.

Course Structure

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

There are three prescribed themes for study in VCE Italian:

- The individual
- The Italian-speaking communities
- The world around us.

Unit 1

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3

In this unit students investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian.

Area of Study

1. Interpersonal communication
2. Interpretive communication

3. Presentational communication

Entry and Recommendations

To enter Unit 1 and 2, students are required to have an average result of "Proficient" in Year 10 Italian assessment tasks. Before attempting Unit 3, students must have a minimum C+ average in Units 1 and 2. Italian is designed for students who will, typically, have studied Italian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4. Language learning requires a student to be committed and dedicated. A strong work ethic is necessary.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework Unit 1
  - Role-play
  - Descriptive summary of information
  - Written presentation
  - Examination
- Coursework Unit 2
  - Personal email response
  - Writing from different perspectives
  - Written narrative of life story
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment 25%
  - Role-play

    - Interpretive response
    - Personal, informative or imaginative writing
- Unit 4 School-based Assessment 25%
    - Interview
    - Written response
    - Evaluative or persuasive written response
- Examination 50%
    - Oral component
    - Written component

Japanese (VSL)

Course Description

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese 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.

Course Structure

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

There are three prescribed themes for study in VCE Japanese:

- The individual
- The Japanese-speaking communities
- The world around us.

Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Area of Study

1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Entry and Recommendations

To enter Unit 1 and 2, students are required to have an average result of "Proficient" in Year 10 Japanese assessment tasks. Before attempting Unit 3, students must have a minimum C+ average in Units 1 and 2. Japanese is designed for students who will, typically, have studied Japanese for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4. Language learning requires a student to be committed and dedicated. A strong work ethic is necessary.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework Unit 1
  - Conversation or interview
  - Interpret instructions
  - Presentation
  - Examination
- Coursework Unit 2
  - Personal email response
  - Evaluate arguments
  - Communicate a personal story
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment 25%
  - Role-play
  - Interpret information
  - Informative or imaginative written response
- Unit 4 School-based Assessment 25%
  - Interview
  - Analysis of information written response
  - Evaluative or persuasive piece of writing
- Examination 50%
  - Oral component
  - Written component

Mathematics Group

Course Outlines

Mathematics Courses at St Mary's College

Scroll down for descriptions of:

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Foundation Mathematics

Course Description

Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Course structure

Unit 1 and 2

Area of Study 1 – Algebra, number and structure

In this area of study students cover estimation, and the use and application of different forms of number and related calculations, including formulas and other symbolic expressions, in practical, everyday and routine work contexts.

Area of Study 2 – Data analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and data summaries.

Area of Study 3 – Discrete mathematics: Financial and consumer mathematics

In this area of study students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

Area of Study 4 – Space and measurement

In this area of study students cover cover time, shape and location concepts, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

Unit 3 and 4

Area of Study 1 – Algebra, number and structure

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Area of Study 2 – Data analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Area of Study 3 – Discrete mathematics: Financial and consumer mathematics

In this area of study students cover the use and interpretation of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Area of Study 4 – Space and measurement

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

Entry and Recommendations

There are no prerequisites for entry to Unit 3; however, students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework
- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Examination

Unit 3 & 4

- Unit 3 School-assessed Coursework (40 %)
    - Mathematical Investigation 1
    - Mathematical Investigation 2

- Unit 4 School-assessed Coursework (20%)
    - Mathematical Investigation 3
- Examination (40%)

General Mathematics

Course Description

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Course structure

Unit 1 and 2

Area of Study 1 – Data analysis, probability and statistics

In this area of study students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

Area of Study 2 – Algebra, number and structure

In this area of study students cover the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Area of Study 3 – Functions, relations and graphs

In this area of study students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

Area of Study 4 – Discrete Mathematics

In this area of study students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

Unit 2

Area of Study 1 – Data analysis, probability and statistics

In this area of study students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Area of Study 2 – Discrete Mathematics

In this area of study students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

Area of Study 3 – Functions, relations and graphs

In this area of study students cover direct and inverse variation, transformations to linearity and modelling of some non-linear data.

Area of Study 4 – Shape and measurement

In this area of study students cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

Unit 3

Area of Study 1 – Data analysis, probability and statistics

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Area of Study 2 – Discrete Mathematics

Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Unit 4

Area of study 1 – Data analysis, probability and statistics

Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Area of study 2 – Discrete Mathematics

Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Entry and Recommendations

There are no prerequisites for entry to Unit 3; however, students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework
- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Examination

Unit 3 & 4

- Unit 3 School-assessed Coursework: (24 %)
    - Data analysis, probability and statistics task
    - Recursion and financial modelling task

- Unit 4 School-assessed Coursework: (16 %)
  - Matrices task
  - Networks and decision task
- Examination 1: (30 %)
- Examination 2: (30 %)

Mathematical Methods

Course Description

Mathematical Methods provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Course structure

Unit 1

Area of Study 1 – Functions, relations and graphs

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 – Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study, and content is to be distributed

between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

Area of Study 3 – Calculus

In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Area of Study 4 – Probability and statistics

In this area of study students cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

Unit 2

Area of Study 1 – Functions, relations and graphs

In this area of study students cover graphical representation of circular, exponential and logarithmic functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 – Algebra, number and structure

This area of study supports students' work in the 'Functions, relations and graphs', 'Calculus' and 'Data analysis, probability and statistics' areas of study. In Unit 2 the focus is on the algebra of some simple transcendental functions and transformations of the plane.

Area of Study 3 – Calculus

In this area of study students cover differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Area of Study 4 – Probability and statistics

In this area of study students cover the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

Units 3 and 4

Area of Study 1 – Functions, relations and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 – Algebra, number and structure

In this area of study students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Area of Study 3 – Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

Area of Study 4 – Data, probability and statistics

In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods are assumed to have a sound background in number, algebra,

function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework
  - Assignments
  - Tests
  - Summary or review notes
  - Modelling tasks
  - Problem-solving tasks
  - Mathematical investigations
  - Examination

Unit 3 and 4

- Unit 3 School-assessed Coursework (20 %)
  - Application Task
- Unit 4 School-assessed Coursework (20 %)
  - Modelling Task
  - Problem-solving Task
- Examination 1 (20 %)
- Examination 2 (40 %)

Specialist Mathematics

Course Description

Specialist Mathematics provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Course structure

Unit 1

Area of Study 1 – Algebra, number and structure

In this area of study students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

Area of Study 2 – Discrete mathematics

In this area of study students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Unit 2

Area of Study 1 – Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Area of Study 2 – Space and measurement

In this area of study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and

movement in the plane and related applications.

Area of Study 3 – Algebra, number and structure

In this area of study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Area of Study 4 – Functions, relations and graphs

In this area of study students cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

Unit 3 and 4

Area of Study 1 – Discrete mathematics: Logic and proof

In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus.

Area of Study 2 – Functions, relations and graphs

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Area of Study 3 – Algebra, number and structure

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Area of Study 4 – Calculus

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and

kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

Area of Study 5 – Shape and measurement

In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

Area of Study 6 – Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

Entry and Recommendations

Students are required to be enrolled in Mathematical Methods to enrol in Specialist Mathematics.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Units 1 and 2

- Coursework
  - Assignments
  - Tests
  - Summary or review notes
  - Modelling tasks
  - Problem-solving tasks
  - Mathematical investigations
  - Examination

Units 3 and 4

- Unit 3 School-assessed Coursework: (20%)
- Unit 4 School-assessed Coursework: (20 %)
- Examination 1: (20 %)
- Examination 2: (40 %).

Performing Arts Group

Course Outlines

Performing Arts Courses at St Mary's College

Scroll down for descriptions of:

- Drama
- Music Performance
- Music Investigation

Drama

Course Description

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work.

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

Course structure

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

Area of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Area of Study

1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing an Australian drama performance

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Area of Study

1. Devising and presenting ensemble performance
2. Analysing a devised ensemble performance
3. Analysing and evaluating a professional drama performance

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to

a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Area of Study

1. Demonstrating techniques of solo performance
2. Devising a solo performance
3. Analysing and evaluating a devised solo performance

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment

Satisfactory completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of achievement

Unit 1 and 2

- Journal
- Performance
- Presentation
- Analysis
- Examination

Unit 3 and 4

- School-assessed coursework Unit 3 30%
    - Performance
    - Presentation

    - Analysis and evaluation
- School-assessed coursework Unit 4 10%
    - Performance
    - Oral or written statement of performance
    - Presentation
- Examination
    - Performance 35%
    - Written 25%

Music

Course Description

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study allows you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music-making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

Through **performance**, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

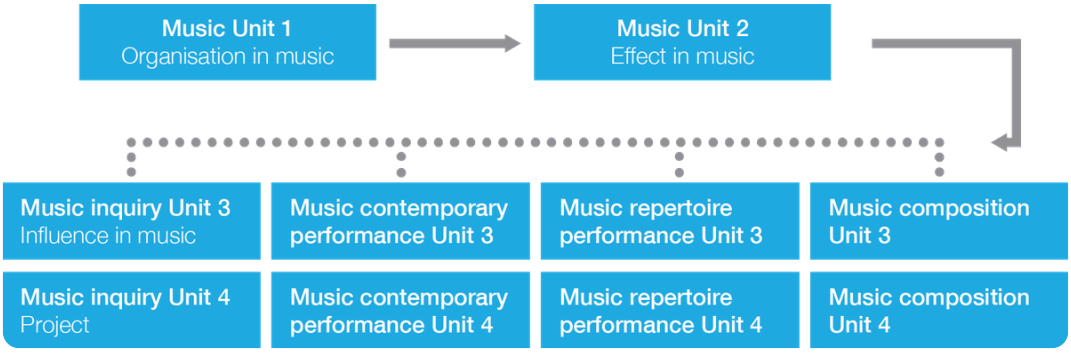
Through **creating**, students explore the manipulation of sound, producing new music works and arrangements. Using the music elements and concepts, students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

Through **responding and analysing**, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and

understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in works.

Course Structure

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.
All students study units 1&2 in year 11 covering performance, creating, analysing and responding. In year 12 students select the course which best suits personal learning and success
The study structure is:



Unit 1 – Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

Area of Study

1. Performing
2. Creating
3. Analysing and responding

Unit 2 – Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects,

students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Area of Study

1. Performing
2. Creating
3. Analysing and responding

Units 3 and 4
Students select the course which best suits personal learning and success

Option 1: Music inquiry

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Unit 3 – Influence in Music

Area of Study

1. Music making (Performance/composing)
2. Analysing for music making
3. Responding

Unit 4 – Project

Area of Study

1. Music making (Performance/composing)
2. Analysing for music making (Students choose their own Area of Investigation.)
3. Responding

Option 2: Contemporary music performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Option 3: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Option 4: Music composition

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each

work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Areas of Study

1. Creating
2. Analysing for composing
3. Responding

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.
Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Assessment

Units 1 & 2

Satisfactory Completion
Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Units 3 & 4

Music inquiry

- Unit 3 School-assessed Coursework: 30 %
- Unit 4 School-assessed Coursework: 5 %
- Unit 4 Externally-assessed Task: 50 %
- end-of-year examination: 15 %

Music contemporary performance

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Performance examination: 50 %
- end-of-year aural and written examination: 20 %

Music repertoire performance

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Performance examination: 50 %
- end-of-year aural and written examination: 20 %

Music composition

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Externally-assessed Task: 50 %
- end-of-year aural and written examination: 20 %

Science Group

Course Outlines

Science Courses at St Mary's College

Scroll down for descriptions of:

- Biology
- Chemistry
- Physics
- Psychology

Biology

Course Description

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Course Structure

Unit 1 – How do organisms regulate their functions?

This unit introduces students to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They explore how systems function through cell specialization in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. Students will focus on cell growth, replacement and death and the role of stem cells in differentiation.

Area of Study

1. How do organisms function?
2. How do plant and animal systems function?
3. How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2 – How does inheritance impact diversity?

This unit will focus on cell reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They will examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students will explore the mechanisms of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. Students will explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.
Students study structural, physiological and behavioral adaptations that enhance an organism's survival. They will explore interdependencies between species, focusing on how keystone species and top predators structure and maintain the size, density and distribution of a population.

Area of Study

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

Unit 3 – How do cells maintain life?

This unit investigates the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins in key cellular processes Students study the synthesis, structure and function of nucleic acids and proteins as information molecules, gene structure and expression in prokaryotic and eukaryotic cells. They will examine the biological consequences of manipulating the DNA molecule and applying technologies. They will examine the nature of biochemical pathways, with reference to photosynthesis and respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Area of Study

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

Unit 4 – How does life change and respond to challenges?

This unit considers the continual change and challenges to which life on Earth has been subjected. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. They investigate the relatedness between species and the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and comparative genomics. Students examine the structural and cognitive trends in the human fossil record, recognizing that interpretations can be contested, refined or replaced when challenged by new evidence. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

Area of Study

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

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework
  - Tests
  - Practical activities
  - Scientific research
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (20%)
  - Practical reports
  - Assessment tasks
- Unit 4 School-based Assessment (30%)
  - Practical Reports
  - Assessment tasks
  - Scientific Inquiry and investigation presented as a Scientific Poster.
- Examination (50%)

Chemistry

Course Description

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition

of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

Course Structure

Unit 1 – How can the diversity of materials be explained?

This unit will focus on students investigating the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Area of Study

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

Unit 2 – How do chemical reactions shape the natural world?

This unit will focus on students exploring the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical

properties of water. In this context students investigate the heat capacity of water, solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Area of Study

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

Unit 3 – How can design and innovation help to optimize chemical processes?

This unit will focus on students exploring energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.
Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Area of Study

1. What are the current and future options for supplying energy?
2. How can the rate and yield of chemical reactions be optimised?

Unit 4 – How are carbon-based compounds designed for purpose?

In this unit the students will study how the carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Area of Study

1. How are organic compounds categorised and synthesised?
2. How are organic compounds analysed and used?
3. How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework
  - Tests
  - Practical activities
  - Scientific research
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (20%)
  - Report on laboratory investigation
  - Assessment
- Unit 4 School-based Assessment (30%)
  - Report on laboratory investigation
  - Assessment
  - Practical investigation
  - Poster of practical investigation
- Examination (50%)

Physics

Course Description

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to

exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, light, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

Course Structure

Unit 1 – How is energy useful to society?

This unit will focus on students examining some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Area of Study

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy?

Unit 2 – How does physics help us to understand the world?

This unit will focus on students exploring the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Area of Study

1. How is motion understood?
2. Options: How does physics inform contemporary issues and applications in society?
3. How do physicists investigate questions?

Unit 3 – How do fields explain motion and electricity?

This unit will focus on students exploring the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Area of Study

1. How do physicists explain motion in two dimensions?
2. How do things move without contact?
3. How are fields used in electricity generation?

Unit 4 – How have creative ideas and investigation revolutionised thinking in Physics?

This unit will focus on the complex interplay that exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

Area of Study

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

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Tests
- Practical activities
- Scientific research
- Examination

Unit 3 and 4

- Unit 3 School-based Assessment (30%)
  - Practical activities
  - Investigations Reports
  - Scientific Poster
- Unit 4 School-based Assessment (20%)
  - Practical activities
  - Investigations
- Examination (50%)

Psychology

Course Description

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

Course Structure

Unit 1 – How are behaviour and mental processes shaped?

This unit will focus on human development involves changes in thoughts, feelings and behaviours. Students are to investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Area of Study

1. What influences psychological development?
2. How are mental processes and behaviour influenced by the brain?
3. How does contemporary psychology conduct and validate psychological research?

Unit 2 – How do external factors influence behaviour and mental processes?

This unit will focus on a person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Area of Study

1. How are people influenced to behave in particular ways?
2. What influences a person's perception of the world?
3. How do scientific investigations develop understanding of influences on perception and behaviour?

Unit 3 – How does experience affect behaviour and mental processes?

This unit will focus on the nervous system influences behaviour and the way people experience the world. Students will examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Area of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Unit 4 – How is wellbeing supported and maintained?

This unit will focus on consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. Students will examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Area of Study

1. How does sleep affect mental processes and behaviour?
2. What influences mental wellbeing?
3. How is scientific inquiry used to investigate mental processes and psychological functioning?

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks

Level of Achievement

Unit 1 and 2

- Coursework
  - Tests
  - Practical activities
  - Scientific research
  - Examination

Unit 3 and 4

- Unit 3 School-based Assessment (20%)
  - Test
  - Presentation
  - Annotation of practical activity
- Unit 4 School-based Assessment (30%)
  - Test
  - Case study
  - Scientific poster
- Examination (50%)

Technology Group

Course Outlines

Technology Courses at St Mary's College

Scroll down for descriptions of:

- Food Studies
- Product Design and Technology

Food Studies

Course Description

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They

research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Course Structure

Unit 1 – Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Area of Study

1. Food around the world
2. Food in Australia

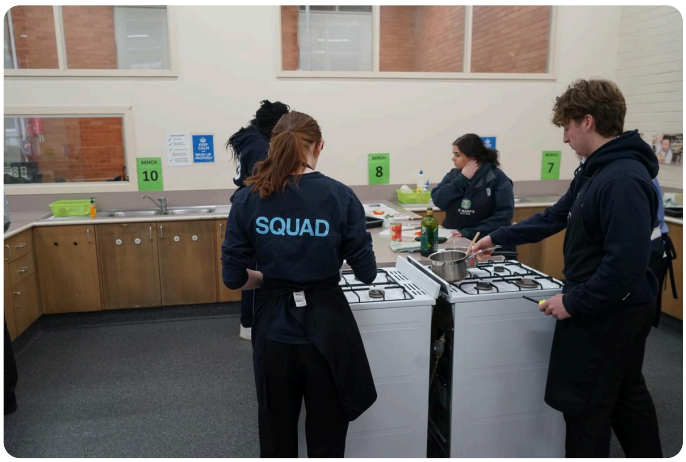
Unit 2 – Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

Area of Study

1. Food Industries
2. Food in the home

Unit 3 – Food in daily life



In this unit students explain the processes of eating and digesting food, the utilisation of macronutrients and justify the science behind the Australian Dietary Guidelines. The study includes analysing the factors affecting food behaviours of individuals by examining the relationships between food access, values, beliefs and choices. This knowledge of the principles of nutrition and food behaviours is applied in practical activities to examine specific dietary needs and healthy meals for children and families.

Area of Study

1. The science of food
2. Food choice, health and wellbeing

Unit 4 – Food issues, challenges and futures

In this unit students address debates concerning Australian and global food systems in relation to environment, ethics, innovation and technology. They consider proposed solutions to solve and support sustainable futures for food access, safety and the use of agricultural resources.

Area of Study

1. Environment and ethics
2. Navigating food information

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
  - Practical activities
  - Report
  - Presentation
  - Examination
- Coursework – Unit 2
  - Design and develop food solutions for various settings
  - Practical activities
  - Report
  - Presentation
  - Examination

Unit 3 and 4

- School-assessed coursework – Unit 3 (30%)
  - Practical activities
  - Report
  - Presentation
- School-assessed coursework – Unit 4 (30%)
  - Practical activities
  - Report
  - Presentation
- Examination (40%)

Product Design and Technology - Materials, Wood, Textiles

Course Description

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

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

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

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

Course Structure

Unit 1 – Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the

Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practice safe skill development when creating an innovative product.

Area of Study

1. Developing and conceptualising designs
2. Generating designing and producing

Unit 2 – Positive impacts for end users

As designers students will look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Area of Study

1. Opportunities for positive impacts for end users
2. Designing for positive impacts for end users
3. Cultural influences on design

Unit 3 – Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking.

Area of Study

1. Influences on design, development and production of products
2. Investigating opportunities for ethical design and production
3. Developing a final proof of concept for ethical production

Unit 4 – Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Area of Study

1. Managing production for ethical designs
2. Evaluation and speculative design

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 & 3. Students must complete Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and

tasks.

Level of Achievement

Unit 1 and 2

Coursework – Unit 1

- a multimodal record of evidence of research, development and conceptualisation of products as well as a reflection on collaboration, teamwork and ways to improve in the future
- practical work: a demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with a finished product
- Examination

Coursework – Unit 2

- multimodal record of evidence of research, development and conceptualisation of products addressing a need or opportunity related to positive impacts for the end user(s)
- practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design
- Examination

Unit 3 and 4

Coursework – Unit 3

- case study analysis
- research inquiry
- data analysis
- oral presentation using multimedia: face-to-face or recorded as a video or podcast
- product analysis

School assessed task – Unit 3 and 4

- multimodal record of evidence that records:

- formulation of a design brief and gathering evidence of research that explores market needs or opportunities
- generation, design and evaluation of product concepts
- justification of final proof of concept
- scheduled production plan, including progress during the production process and decisions and modifications made to the scheduled production plan
- practical work that demonstrates:
- use of technologies to develop physical product concepts including prototypes and finished product
- management of time and other resources effectively and efficiently to safely make the product designed in Unit 3

Assessment – Unit 3 and Unit 4

- School assessed taskwork (SAT) 50% of the study score.
- School assessed coursework (SACs) 20% of the study score.
- Examination (30%) of the study score.

Visual Arts Group

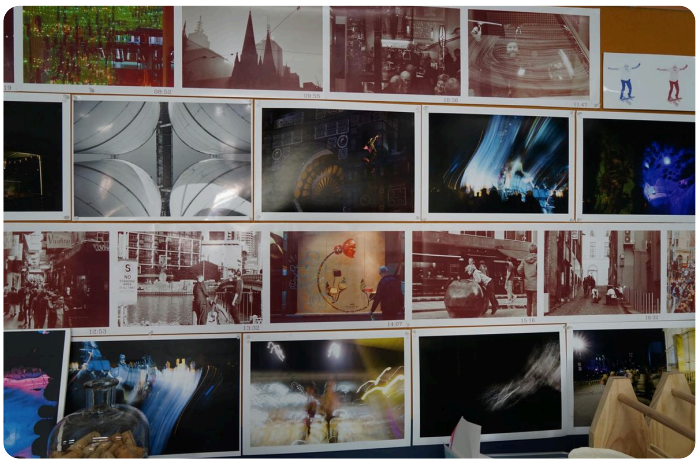
Course Outlines

Visual Arts Courses at St Mary's College

Scroll down for descriptions of:

- Media
- Art Making and Exhibiting
- Visual Communication Design

Media



Course Description

Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences. Developments in technologies have

transformed media at a rapid pace. Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

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Course Structure

Unit 1 – Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Area of Study

1. Media Representations
2. Media forms in production
3. Australian Stories

Unit 2 – Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Area of Study

1. Narrative, style and genre
2. Narrative in production
3. Media and change

Unit 3 – Media narratives, contexts and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works.

Area of Study

1. Narrative and ideology
2. Media production development
3. Media production design

Unit 4 – Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Area of Study

1. Media Production
2. Agency and control in and of the media

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Coursework – Unit 1
  - Presentations
  - Posters and Editing Tasks
  - Written responses
  - Examination

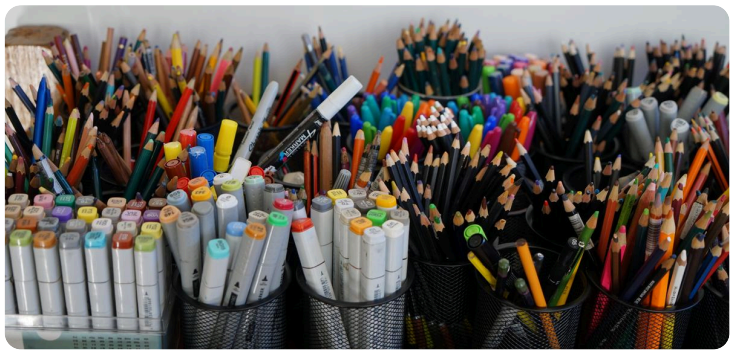
- Coursework – Unit 2
  - Presentations
  - Short Film and Folio
  - Written Responses
  - Examination

Unit 3 and 4

- School-assessed coursework – Unit 3 (10%)
  - Structured Set of Questions
- School-assessed coursework – Unit 4 (10%)
  - Structured Set of Questions
- The School – Assessed Task (40%)
  - Folio and Product Submission
- Examination (40%)

Art Making and Exhibiting

Course Description



VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

Course Structure

Unit 1 – Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art

forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Area of Study

1. Explore – materials, techniques and art forms
2. Expand – make, present and reflect
3. Investigate – research and present

Unit 2 – Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Area of Study

1. Understand – ideas, artworks and exhibition
2. Develop – theme, aesthetic qualities and style
3. Resolve - ideas, subject matter and style

Unit 3 – Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Area of Study

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

Unit 4 – Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation

- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

Area of Study

1. Consolidate – refine and resolve
2. Present, plan and critique
3. Conserve – present and care

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1

- Visual Arts Journal
- Finished Artworks
- Information for an exhibition
- Thematic exhibition
- Experimental artworks and documentation

Unit 2

- Thematic exhibition
- Experimental artworks and documentation
- Finished artworks

Unit 3 and 4

- School-assessed coursework – Unit 3 (5%)
  - Annotated visual report
  - Annotated poster or display
  - Oral presentation with visual and written imagery
- School-assessed coursework – Unit 4 (5%)
  - Annotated visual report
  - Annotated poster or display
  - Oral presentation with visual and written imagery
- School-assessed task (60%)
- Examination (30%)

Visual Communication Design

Course Description

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

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

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

Unit 1 – Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Area of Study

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influence on design

Unit 2 – Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Area of Study

1. Design, place and time
2. Cultural ownership and design
3. Designing interactive experiences

Unit 3 – Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Area of Study

1. Professional design practice
2. Design Analysis
3. Design process: defining problems and developing ideas

Unit 4 – Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Area of Study

1. Design process: refining and resolving design concepts
2. Presenting design solutions

Entry and Recommendations

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Level of Achievement

Unit 1 and 2

- Folio
- Presentation
- Report
- Examination

Unit 3 and 4

- School-assessed coursework – Unit 3 (20%)
  - Outcome 1 – A comparative case study and two practical design exercises
  - Outcome 2 – A comparative analysis
- School-assessed task (50%)
- Examination (30%) – The examination includes both hand drawn and written responses.

14. We're Here to Help

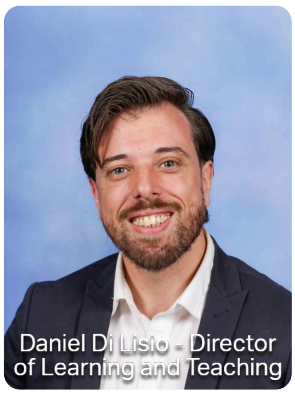
Our staff are ready to help you!

See below for key members of our staff who are available to help.

To contact staff, email addresses are:

initial
surname
@stmaryscollege.vic.edu.au

For example, to contact Joe Smith, simply send an email to:
jsmith@stmaryscollege.vic.edu.au or call the College on 9529 6611




Grant Godpold - VM Coordinator
Mandy Ellwood - Careers Counsellor
Judy Vandrine - Year 11 Pastoral Leader
Michael Pye - Year 10 Pastoral Leader
Chris Sodaitis - Learning Diversity Coordinator
Trish Maguire - College Counsellor
Peggy Blassis - Science Learning Leader
Raoul Chapman - VAPA Learning Leader
Rosario Genovese - Languages Learning Leader
Avril Martinelli - Technologies Learning Leader
John Mills - Humanities Learning Leader
Deirdre O'Doherty - English Learning Leader
Cathryn Quigley - Maths Learning Leader
Eliza-Jane Steward - HPE Learning Leader