



# ST MARY'S COLLEGE

## Year 10 Subject Selection Handbook 2025

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.

Year 10 Course Outline .....	3
Timeline .....	4
Online Subject Selection Process .....	4
We are here to help .....	5
Unit 1 Religion and Society .....	6
Compulsory Victorian Curriculum.....	8
English .....	8
English as an Additional Language .....	8
Health and Physical Education.....	9
Humanities .....	10
Mathematics.....	11
Science .....	13
Elective Victorian Curriculum .....	14
Design and Technologies - Materials .....	14
Design and Technologies - Food.....	14
Design and Technologies - Textiles.....	16
Digital Technologies .....	17
Drama .....	18
Italian .....	19
Media Arts.....	20
Music .....	21
Outdoor Education .....	22
Science in Action.....	23
Sport Science.....	24
Visual Arts.....	25
Visual Communication Design.....	26
Acceleration.....	27

# Year 10 Course Outline

**VCE**  
compulsory Unit

- Unit 1 Religion & Society

## Core Subjects

Compulsory Victorian Curriculum Subjects

- English
- HPE
- Humanities
- Mathematics
- Science

## Elective Subjects

Choose 3 subjects per semester

- Design and Technologies - Wood
- Design and Technologies - Textiles
- Design and Technologies - Food
- Digital Technologies
- Drama
- Italian
- Media Arts
- Music
- Outdoor Education
- Science in Action
- Sports Science
- Visual Arts
- Visual Communication Design

Accelerate Unit 1 and 2  
VCE  
on application

- Criteria must be met
- Enrolment subject to class and timetable availability

# Timeline

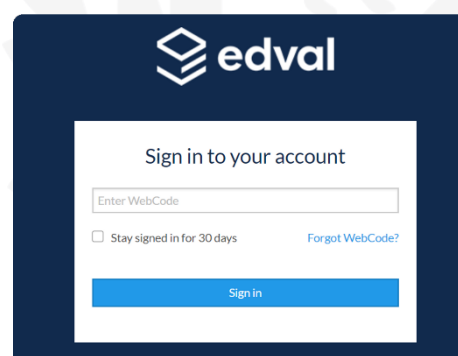
Session	Date
Year 10 Pathways Handbook available	13 August 2023
Information session for students	13 August 2023
Online selection process	14 August 2023
Online selection process closes	28 August 2023
Confirmation of 2024 subjects	Term 4

## Online Subject Selection Process

We build our timetable and subject offerings on our students' selections. This means that the subjects students select determine the subjects and number of classes that will be offered. In some instances, there may not be enough students selecting a subject for the class to be viable, or to have more than one class. Our aim is always to offer a wide range of subjects that will interest our students diverse talents.

### Step-by-step Guide

- o The link to Edval Choice can be accessed through the school links on SIMON
- o Students will be emailed a unique web code that will allow access to the online selection [website](#)
- o Use the individually generated web code to log in to the subject selection page. It is important to log out of last year's page and login with this year's code.
- o **Select subjects in preference order.** You are also required to have two reserve preferences. Please consider these as part of your selections as there is a strong possibility that you may be allocated one of the reserve subjects if there is an unavoidable clash (with a higher preference) or if there are not enough students who select a subject (which means it will not run)
- o Click "Submit" when completed.



# We are here to help

We have a dedicated team that are very willing to assist and support students to make good choices. Please make contact with any of the team if you have any questions or concerns.

College email addresses are:

- o initial
- o surname
- o @stmaryscollege.vic.edu.au

# Unit 1 Religion and Society

## Course Description

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.

- 0 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)
- 0 Spiritual and religious ideas in prehistory (associated with, for example, hunter-gatherer societies, Çatalhöyük, Göbekli Tepe, Jericho, Lascaux, Stonehenge)
- 0 Religious traditions of ancient civilisations and empires (such as Babylonia, Canaan, Ancient China, Ancient Egypt, the Indus Valley civilisation, Ancient Rome, Sumer)
- 0 Asian religious and philosophical traditions (such as Buddhism, Confucianism, Hinduism, Jainism, Shintoism, Sikhism, Taoism)
- 0 Abrahamic religions (such as the Baha'i Faith, Christianity, Islam, Judaism).

The nine aspects of Religion which are studied are:

- 0 Beliefs
- 0 Sacred stories
- 0 Spaces, places, times and artifacts
- 0 Texts
- 0 Rituals
- 0 Symbols
- 0 Social structures
- 0 Ethics
- 0 Spiritual experiences.

## Course Structure

VCE Religion and Society- Unit 1 is studied by Year 10 students across the entire school year. The unit is made up of three areas of study:

- 0 Area of Study 1: The nature and purpose of religion
- 0 Area of Study 2: Religion through the ages
- 0 Area of Study 3: Religion in Australian

## Assessment

### *Satisfactory Completion*

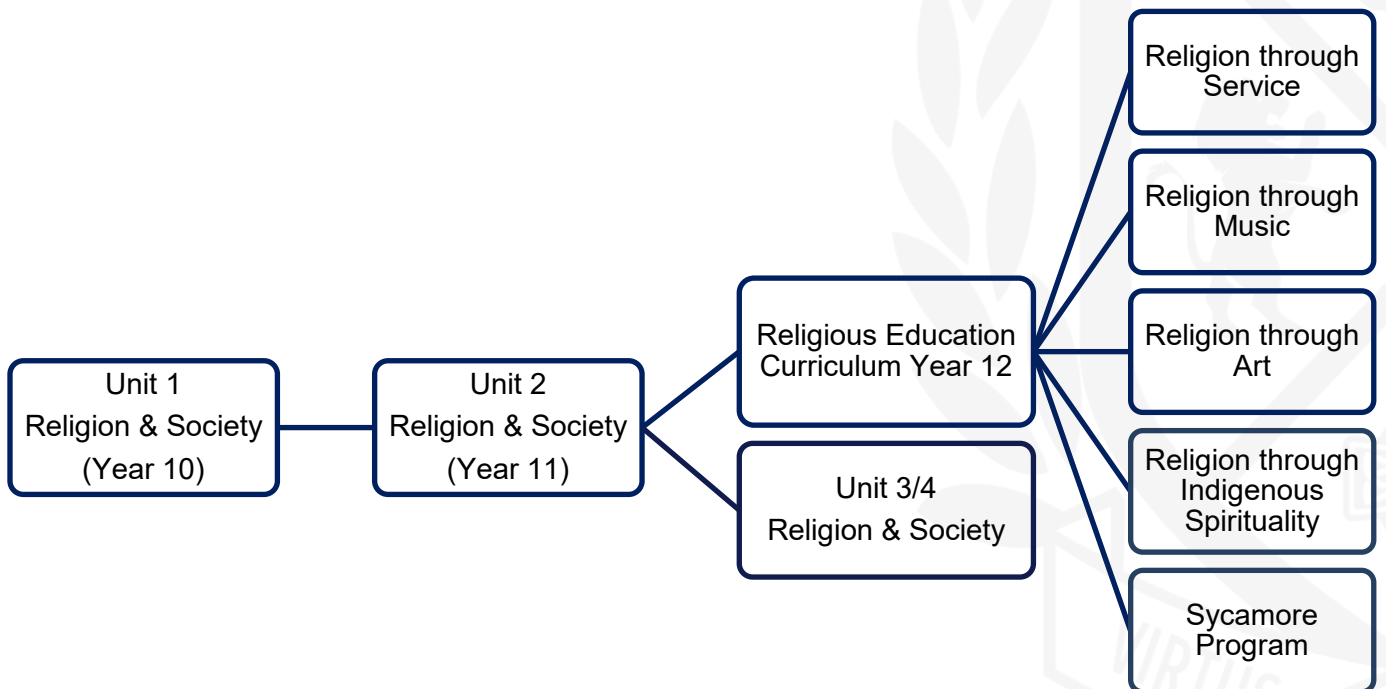
Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

### Level of Achievement

- Coursework – Unit 1
- 0 reports
- 0 debates
- 0 identification exercises
- 0 analytical exercises
- 0 an essay
- 0 written exercises
- 0 Examination

### Pathway

This Unit lays the foundation for the study of Unit 2 Religion and Ethics which is studied by all Year 11 students.



# Compulsory Victorian Curriculum

## English

### Course description

The study of English is central to the learning and development of all young Australians. It helps to create confident communicators, imaginative thinkers and informed citizens. Students will learn to analyse, understand, communicate and build relationships with others and the world around them. The study of English helps to develop the knowledge and skills needed for education, training and the workplace. English also helps to engage imaginatively and critically with literature to expand the scope of experience.

## English as an Additional Language

### Course description

The English as an Additional Language (EAL) curriculum is central to the learning and development of all young Australians for whom English is not their home language. Through learning EAL, students build their capacity to communicate confidently and effectively. This learning also strengthens their understanding of the nature of language and culture, and the way that language changes according to purpose, form and audience.

### Course Structure

The English has three strands:

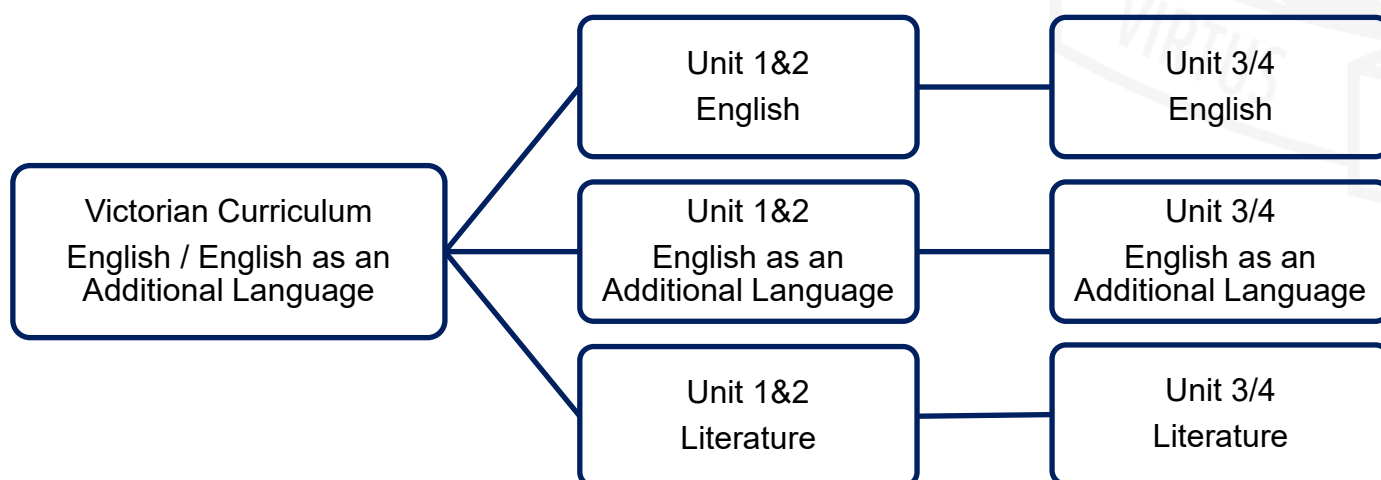
- o Language
- o Literature
- o Literacy

### Units of Work

- o To Kill a Mockingbird
- o Crafting Text
- o Road to Winter
- o Analysis of argument and persuasive language

### Pathway

English is a requirement to obtain a VCE certificate and an ATAR. Year 10 English allows students to choose Unit 1&2 English as well as Literature.





# Health and Physical Education

## Course description

Health and Physical Education focuses on enhancing your own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology inform what we understand about healthy, safe and active choices. Health and Physical Education offers you an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

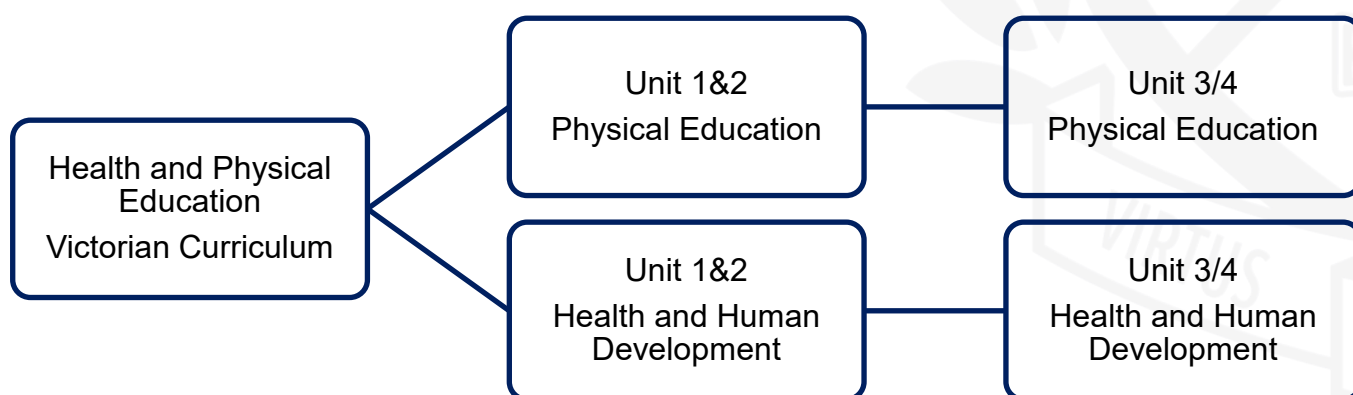
## Course Structure

Health and Physical Education is divided into two strands: *Movement and Physical Activity* and *Personal, Social and Community Health*. You will learn through both of these strands each term. You will also participate in Swimming and Water Safety.

### Units of work

- 0 Games and Sports
- 0 Lifelong Physical Activities
- 0 Swimming and Water Safety
- 0 Alcohol and other drugs
- 0 Food and nutrition
- 0 Health benefits of physical activity
- 0 Mental health and wellbeing
- 0 Relationships and Sexuality Safety

## Pathways



# Humanities

## Course description

The Humanities provide a framework to investigate the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

## Course Structure

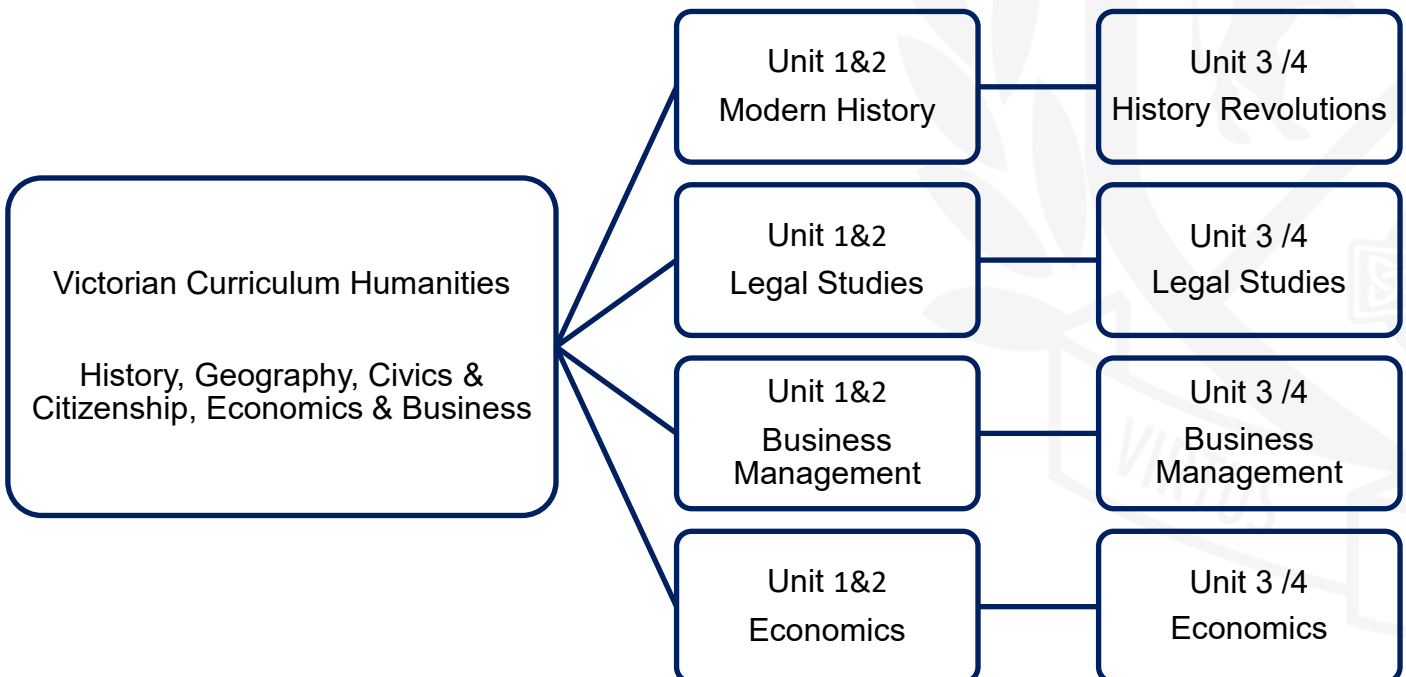
Humanities includes the following four units:

- 0 History
- 0 Geography
- 0 Civic and Citizenship
- 0 Economics and Business

## Units of Work

- 0 World War II
- 0 Rights and Freedoms
- 0 The constitution and the high court
- 0 Business, budgets, savings, investments and superannuation
- 0 Economics
- 0 Managing the environment

## Pathways



# Mathematics

## Course description

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

## Course Structure

There are two options in Year 10 Mathematics:

- Level 10A Mathematics (pathway to VCE Mathematical Methods)
- Level 10 Mathematics

## Level 10A Mathematics

Level 10A Mathematics is an advanced Victorian Curriculum course designed for students who wish to extend their knowledge, skills and understanding at this level. This course covers the content of the Level 10 curriculum and provides additional content. You should consider Level 10A if you enjoy being challenged in Mathematics and wish to achieve at a high level.

## Level 10 Mathematics

Level 10 Mathematics is a core Victorian Curriculum course designed for students who are looking to continue their maths beyond year 10 into General Mathematics. You will extend your use of mathematical models to a wide range of familiar and unfamiliar contexts. You should consider Level 10 if you are planning on developing a foundation for further study in VCE.

The course topics are organised across six Strands (*italics indicate additional 10A topics*).

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

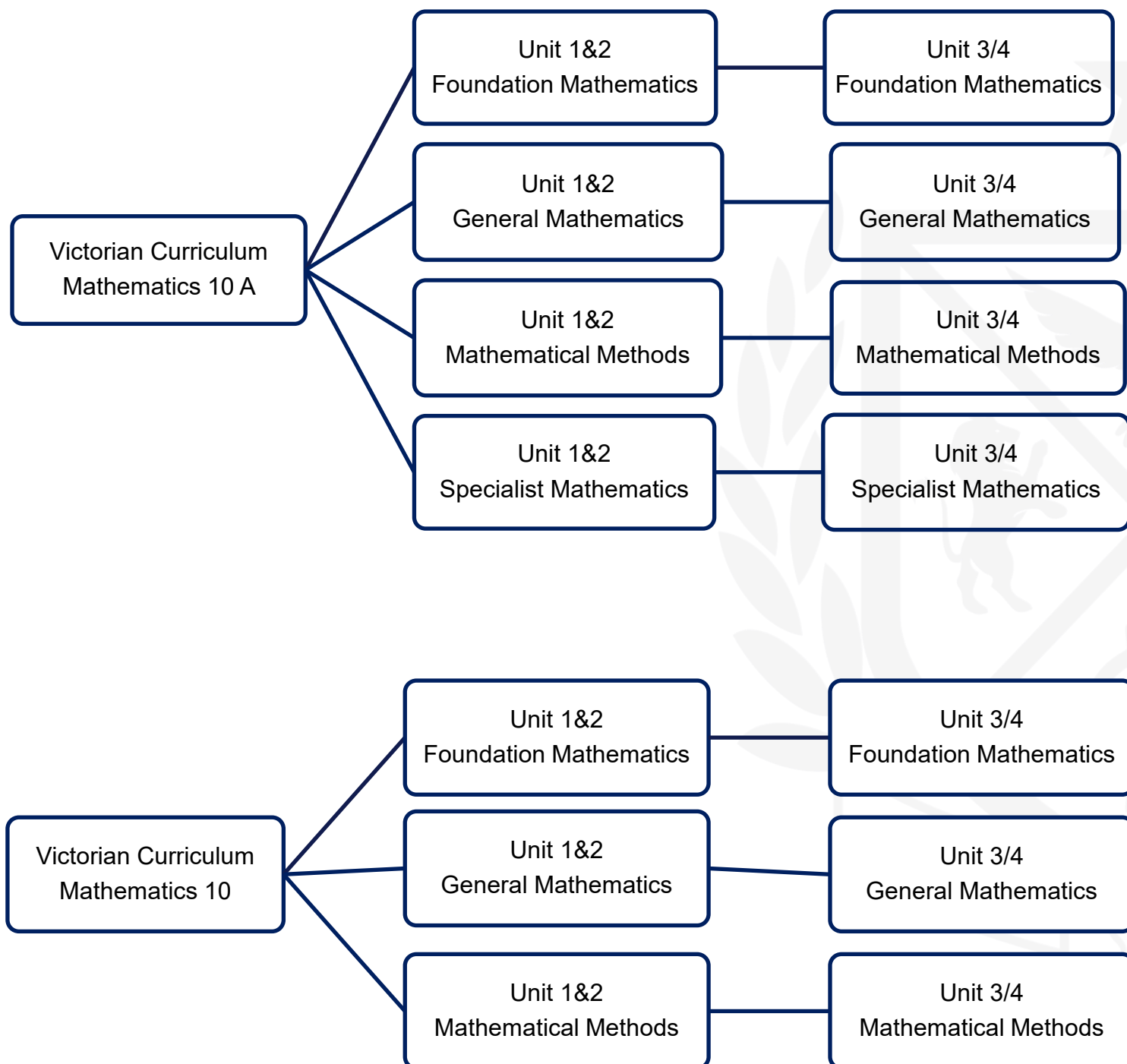
## Key Skills

The proficiencies are fundamental to learning mathematics and working mathematically and are applied across all six Strands.

- Understanding
- Fluency
- Reasoning
- Problem solving
- Mathematical processes
- Computational thinking and simulations
- Statistical investigations
- Probability experiments and simulations
- Computation, algorithms and the use of digital tools in Mathematics

## Pathways

There are a number of options for you in VCE Mathematics. Successful completion of Level 10A Mathematics means you will be well positioned to choose any VCE Mathematics course: General Mathematics, Mathematical Methods or Specialist Mathematics. In completing Level 10 Mathematics you will be able to choose VCE General Mathematics or Foundation Mathematics.



# Science

## Course description

Science is a dynamic, collaborative subject trying to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Year 10 Science will provide you with opportunities to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. In addition to practical experiments, you will develop critical and creative thinking skills and challenge yourself to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. There is a lot of content to get through and students will be expected to keep up with a heavy workload, work independently and maintain a high standard of achievement.

## Course Structure

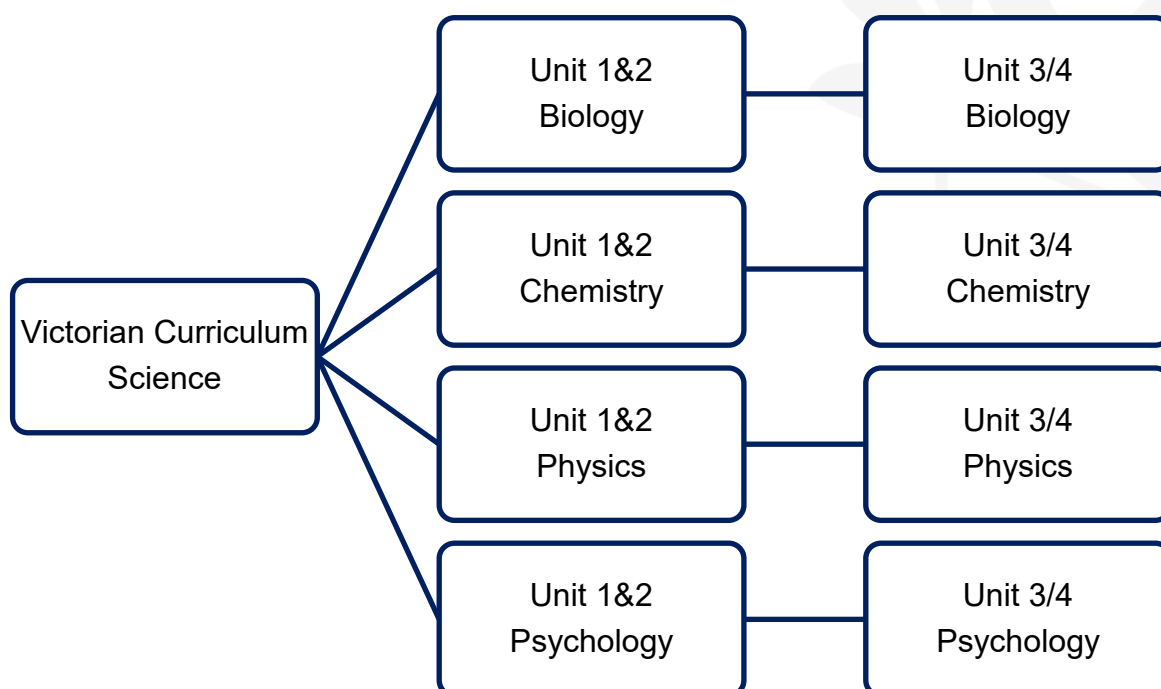
The Science curriculum has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

## Units of Work

- Chemical reactions
- Motion and forces
- Global systems and origin of the Universe
- Theory of evolution and inheritance

## Pathway

Students who successfully complete Year 10 Science of the Victorian Curriculum will be well positioned to choose any VCE Science course: Biology, Chemistry, Physics and Psychology. This course allows students to accelerate their understanding of science and experience the level of commitment and achievement needed to succeed at VCE.



# Elective Victorian Curriculum

## Design and Technologies - Materials

### Course Description

Design and Technology – Materials, provides students with practical experience in the workshop. Students apply both traditional and modern production methods that includes the use hand tools and workshop power tools. In Design Technology students work as a designer in a self-directed, independent manner responding to the teacher directed design brief. This allows a large degree of scope for personal interests. Students develop a portfolio, to record their design practices and complete general research and conceptual development as they progress towards developing refined, design solutions. An important component of Design and Technology is the development of sketching and CAD skills. These skills are important for success in VCE Product Design and many professions. Throughout their study of Design and Technology students are encouraged to explore a range of different building and problem-solving techniques to improve their design development and their ideation process. Students learn about safe workshop operations and their personal responsibility to work in a professional manner. They study Occupation Health and Safety related to their area of work.

### Course Structure

The curriculum is structured around four strands, each of which involves making and responding. The strands include:

- 0 Technologies and society
- 0 Technologies contexts
- 0 Creating designed solutions

### Key Skills

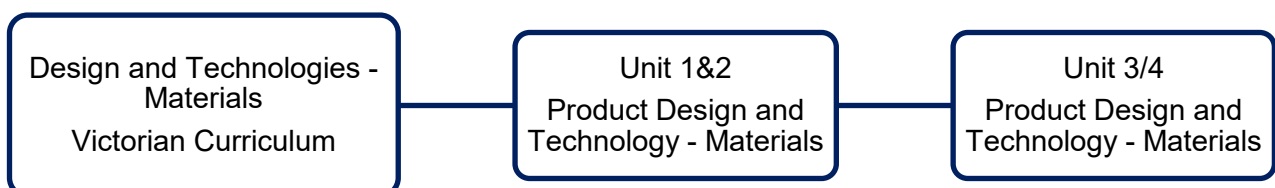
- 0 Applying Design Thinking
- 0 Develop a design process addressed through a design brief
- 0 Critique the design or others and evaluate worked based on success criteria
- 0 Project management
- 0 CAD (Computer Aided Design)
- 0 Sketching

### Assessment

- 0 Portfolio
- 0 Product construction
- 0 CAD (Computer Aided Design)
- 0 Examination

### Pathway

Students who successfully complete Level 10 Design Technology can select VCE Units 1 and 2 Product Design and Technology as a pathway for further study.



# Design and Technologies - Food

## Course description

Student attitudes and behaviour regarding healthy living can be influenced by providing students with opportunities to learn about where their food comes from, how it is produced, and how it can be prepared. Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. This subject assists students in making healthy food and lifestyle choices. The course is practical in nature and ensures students learn the elements required for safe food preparation and development. While students participate in food preparation, important theoretical components of the course are learned. The theory component of the subject is supported by practical production sessions, where students have the opportunity to take part in a variety of meal design activities. These tasks will serve to reinforce and challenge their health knowledge and food preparation skills.

## Course Structure

The curriculum is structured around four strands, each of which involves making and responding.

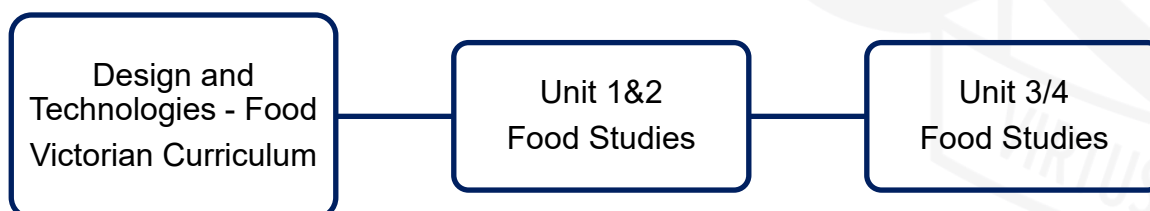
- 0 Technology and society
- 0 Food and fibre production
- 0 Food specialisations
- 0 Creating designed solutions

## Assessment

- 0 Research assignments,
- 0 Topic tests
- 0 Food preparation skills
- 0 Examination

## Pathway

Students who successfully complete Level 10 Food Studies can select VCE Units 1 and 2 Food Studies as a pathway for further study.



# Design and Technologies - Textiles

## Course description

Through their study of textiles, students assume the role of the designer-maker as they develop a broad knowledge of a range of materials. Through design projects they investigate and experiment to understand the properties and performance of selected textiles. Students plan and manage projects using selected materials and fabrics, and they experiment with techniques to realise their ideas. Importantly, students also consider sustainability when creating designed solutions. Students follow a design process to investigate, generate ideas, produce design solutions, evaluate their practices and designs, and they manage time and resources working both individually, and collaboratively.

## Course Structure

The curriculum is structured around three related strands. The strands include:

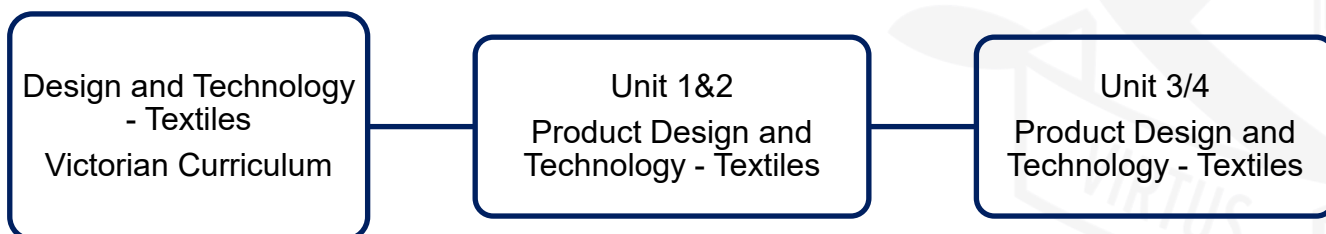
- o Technologies and society
- o Technologies contexts
- o Creating designed solutions

## Assessment

- o Written and Visual Design Report
- o Set Design Tasks
- o Annotated Folio
- o Designed Solution

## Pathway

Students who successfully complete Year 10 Design and Technologies: Textiles can select VCE Product Design and Technology: Textiles as a pathway for further study.





# Digital Technologies

## Course description

Digital Technologies enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. This course provides students with the opportunity to apply thinking skills when considering how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.

## Course Structure

The curriculum is structured around three strands, each of which involves making and responding.

- 0 Digital systems
- 0 Data and information
- 0 Creating digital solutions

## Key Skills

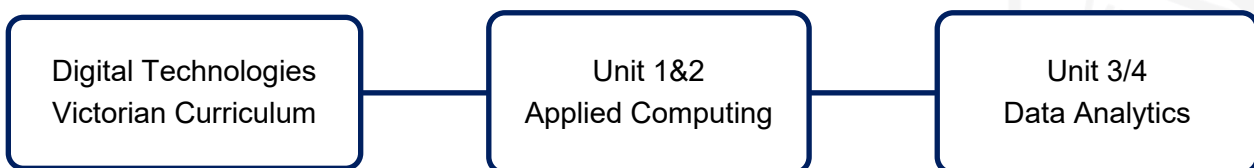
- 0 Designing algorithms
- 0 Develop modular programs
- 0 Data and privacy requirements
- 0 Networked digital systems and the data security

## Units of work

- 0 Algorithm & Programming Folio Tasks
- 0 Network Case Study
- 0 Data Infographics Project
- 0 Computer Gaming Project
- 0 Innovative Solution Project which follows problem solving methodology and Development Diary

## Pathway

Students who successfully complete the Year 10 Digital Technologies course will be well positioned to complete the Applied Computing Course and may in certain circumstances accelerate to the Unit 3 and 4 Data Analytics units.



# Drama

## Course Description

In Drama students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging drama productions, they learn how to be focused, innovative and resourceful. Students learn how to collaborate and to take on responsibilities for drama presentations. Through role and dramatic action, students explore, imagine and take risks to communicate ideas, experiences and stories. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real, and imagined, worlds. They create, rehearse, perform and respond Using the elements and conventions of drama, and emerging, and existing, technologies available to them.

## Course Structure

The curriculum is structured around four strands, each of which involves making and responding. The strands include:

- Explore and express ideas
- Drama practices
- Present and perform
- Respond and interpret

## Key Skills

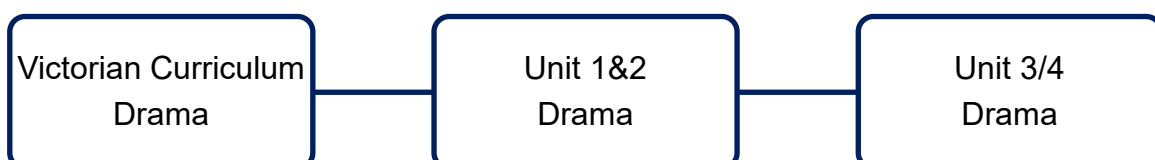
- Making and responding in drama
- Drama techniques and processes
- Drama forms

## Assessment

- Student performance - Improvisation and scripted
- Stage craft
- Collaborative Performance
- Drama Analysis Project

## Pathway

Students who successfully complete Year 10 Drama can select VCE Units 1 and 2 Drama as a pathway for further study.



# Italian

## Course description

Being able to speak a second language opens a world of new opportunities for students. Learning languages broadens our horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. In Italian, students will acquire communication skills, and they will develop understanding about the role of language and culture in communication. Italian will focus on both language and culture as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves analysis, as students move between Italian, and their own existing language(s). It is a reciprocal and dynamic process which develops language use, and intercultural awareness and understanding. In Year 10 Italian, there is a real focus on increasing your ability to speak the language in everyday situations while adding to your existing understanding of grammar and vocabulary.

## Course Structure

The Languages course structures focus on the two main components:

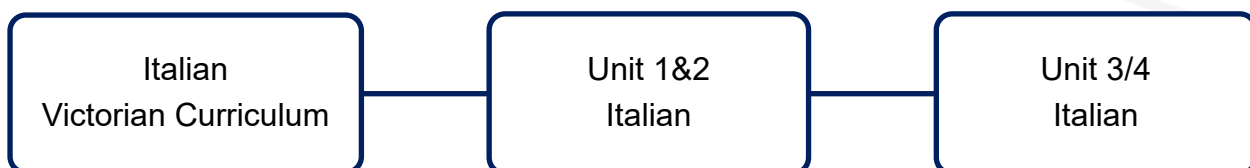
- o Communicating
- o Understanding

## Units of Work

- o Friends and free time.
- o A tour of Italy
- o Festivals
- o Made in Italy
- o Young people and the future
- o How Italian am I?

## Pathway

Students who successfully complete Year 10 Italian will be well positioned to choose VCE Units 1 and 2 Italian. This course allows you to develop your understanding of Languages and experience the level of commitment and achievement needed to succeed at VCE. Students who study a Language in Year 12 VCE will have points added to their ATAR in accordance with VCAA guidelines. Students must have studied a Language from Years 7 to 10 in order to continue into VCE. Students studying a Language in Year 10 are given priority when applying to take part in our Italy Study Tours. These full immersion tours include visiting some of the best sights in Italy, a homestay experience in an Italian family, and structured Italian language classes.



# Media Arts

## Course Description

Media Arts provides students with practical experience in creating a range of media forms. Students explore techniques in film making, photography, sound, and in written forms, such as poster design and magazine layout, to communicate ideas. Students work both individually and collaboratively to explore, develop and create a range of media projects. They investigate and analyse existing media forms and develop an understanding of how these are constructed. Throughout their study, students develop an understanding of media language and, through the application of media codes and conventions, they analyse and communicate their understanding of selected media forms. In Media Arts, students create visual representations that communicate, challenge and express their own ideas, as both artist and audience. Students utilise techniques, technologies, practices and processes with images, sound and text as they become increasingly confident and proficient in achieving their own personal visual aesthetic.

## Course Structure

The curriculum is structured around four strands, each of which involves making and responding:

- Explore and represent ideas
- Media arts practices
- Present and perform
- Respond and interpret

## Key Skills

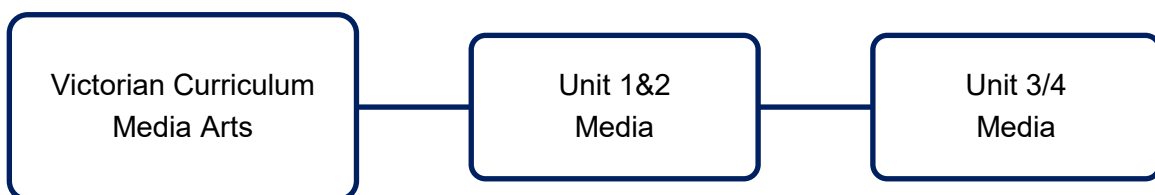
- Analyse how values and alternative viewpoints are portrayed in the media artworks
- Use intent, structure, setting, characters and genre conventions to evaluate and make representations and meaning.
- Explore editing techniques and camera use
- Develop understanding of Mise en Scene
- Develop knowledge of Codes and conventions across media forms
- Evaluate factors that influence the making and use of media artworks.
- Communicate viewpoints in media artworks.
- Apply design, production and distribution processes to media artworks.

## Assessment

- Folio – Film, Sound Production, Photographs, Production Tasks, Media Artworks
- Visual Diary – Research, Production Process, Storyboard, Concept Development
- Media Presentation
- Analysis tasks - Written and Visual Reports

## Pathway

Students who successfully complete Year 10 Media Arts can select VCE Units 1 & 2 Media as a pathway for further study.



# Music

## Course Description

As there is an emphasis on music performance it is expected all students electing this subject play a musical instrument, have some singing skills, or are willing to commence private instrumental/vocal tuition. The college offers tuition in most woodwind and brass instruments plus: piano, drums, electric bass, guitar and voice. Enrolment forms may be obtained from the Director of Music. In this course students develop their knowledge and practice of music by focusing on performance skills. Students perform in a class ensemble and present solo pieces of their own choice for assessment. Music theory is developed through the study of scales and chords using worksheets and computer music technology. Students are introduced to the music software programs: 'Sibelius' for composing and arranging and 'Auralia' for ear training. They research the history and development of popular genres including the musical, political and socio-economic influences on the creation of these styles of music. Students listen to recordings of various music styles and write responses to questions about these tracks.

## Course Structure

The curriculum is structured around three related strands. The strands include:

- 0 Music practices
- 0 Respond and interpret
- 0 Explore and express ideas

## Key Skills

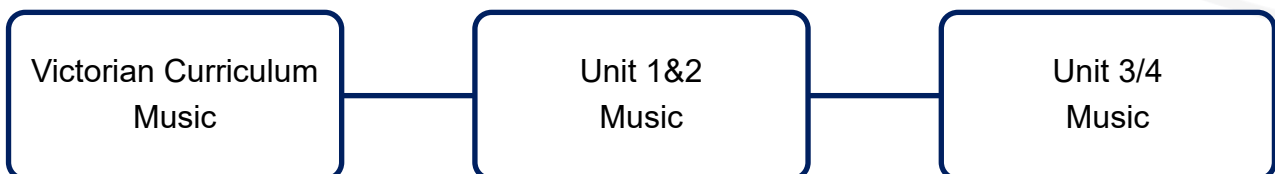
- 0 Performance skill development
- 0 History and styles
- 0 Music language

## Assessment

- 0 Performance: Solo and Group Performance
- 0 Performance: Technical exercises
- 0 Music Language: Theory & Aural Comprehension
- 0 Create a diatonic four-part score using composing program 'Sibelius'
- 0 History and Styles: Worksheets and multiple-choice tests
- 0 End of semester written paper - Music Language skills

## Pathway

Students who successfully complete Level 10 Music Performance can select VCE Music Performance Units 1 and 2 as a pathway for further study.



# Outdoor Education

Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments.

## Course Structure

- o Recreation activities
- o Safety
- o Personal and social skills
- o Well-being
- o Environment

## Activities

- o Day excursion
- o Camp



# Science in Action

This pathway subject is a subject that you can choose if you are interested in studying Science. Science provides a way of answering interesting and important questions about the biological, physical, and technological world. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world by exploring the unknown. It is the aim of this subject that you will develop an understanding of the unique nature of science through decision making and problem-solving. How science knowledge, technology and applications affect peoples' lives, and their work will also be investigated. You will participate in practical activities that will strengthen your skills in the laboratory. As part of this course, you will choose one area of interest that you will investigate in more detail. Part of this investigation will include developing and carrying out your own extended experiment and presenting your findings to the class.

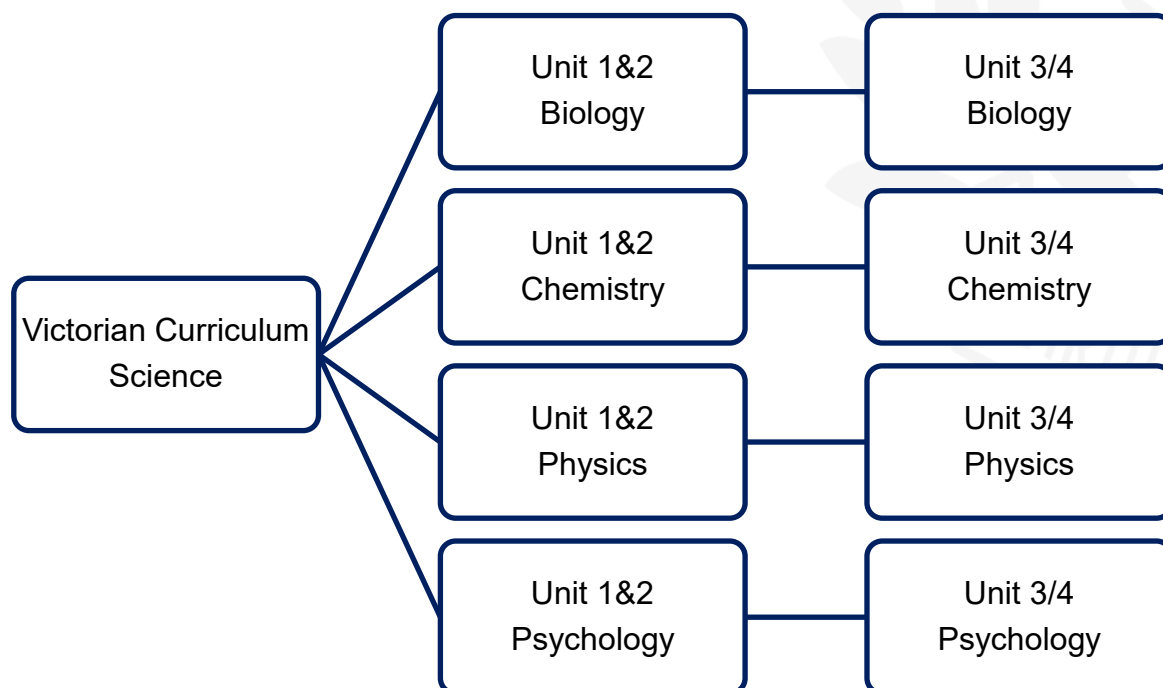
## Course Structure

- How do we conduct proper science investigations?
- Topics covered include – DNA barcoding, the chemistry of cosmetics, microbiology, human perception and thinking,
- Plan and conduct science investigations that record, analyse and communicate results,
- Evaluate data and identify improvements to investigations.

## Pathway

This pathway is ideal for you if you wish to study any of the following VCE Science subjects:

- Biology
- Chemistry
- Physics
- Psychology



# Sport Science

## Course Description

Sport Science is an elective that you can choose if you are interested in exploring the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. You will participate in practical activities to examine the core concepts that underpin movement and influence performance and participation in physical activity, sport and exercise.

## Course structure

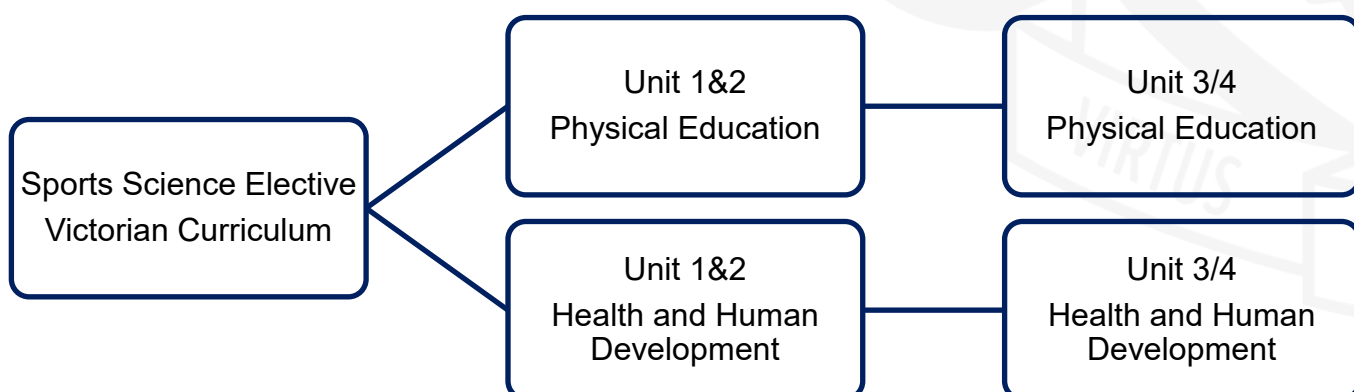
- o Anatomy and Physiology
- o Energy Systems, Fatigue and Recovery

## Units of Work

- o Labelling muscles and bones
- o Understanding different types of bones and muscles
- o Practical sporting activities demonstrating specific bone and muscle use
- o Participation in different fitness testing methods
- o Learning about the body's energy systems and how they are used during sport
- o Fuels required by the body for sport

## Pathway

Students who successfully complete Year 10 Sport Science will be well placed to choose VCE Units 1 and 2 Physical Education. This course further investigates how does the musculoskeletal system work to produce movement. Also how does the cardiorespiratory system function at rest and during physical activity. How do the systems work together to produce movement. The study investigates physical activity, sport and society.





# Visual Arts

## Course description

Visual Arts provides students with practical experience in painting, print making, photography, drawing, digital imaging and creating three-dimensional forms. In Visual Arts, students maintain a visual diary in which they record their study of artists, general research, and conceptual development as they progress towards developing and refining artworks. An important component of Visual Arts is the study of other artists. Through this study students explore the history of art and learn how artists have expressed ideas across different times, through diverse practices and across different cultures. It is through this knowledge that students can begin to create their own visual practice. Throughout their study of Visual Arts, students experiment and explore ideas through a broad investigation of different techniques and through the application of a range of mediums. At all stages of the artistic process, students document their ideas and artistic thinking.

## Course Structure

The curriculum is structured around four strands, each of which involves making and responding.

- 0 Explore and express ideas
- 0 Visual arts practices
- 0 Present and perform
- 0 Respond and interpret

## Key Skills

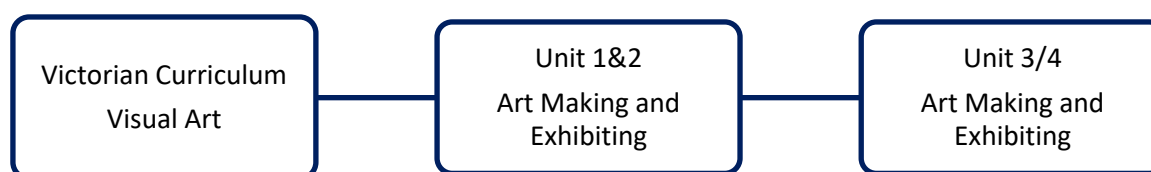
- 0 Analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- 0 Identify the influences on artists
- 0 Analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
- 0 Select, and manipulate materials, techniques, processes.
- 0 Experiment with technology to express ideas and viewpoints in their artworks.
- 0 Analyse and evaluate artworks and exhibitions
- 0 Discuss how ideas in artworks are interpreted by audiences.
- 0 Develop skills in camera use and technique
- 0 Develop knowledge of printing processes and techniques
- 0 Develop editing skills
- 0 Develop knowledge of Art elements and principles

## Assessment

- 0 Folio – Paintings, Sketches, Photographs, Studies, Digital Artworks, Mixed Media Artworks
- 0 Visual Diary – Research, Development and Annotations
- 0 Online gallery of photographs
- 0 Oral Presentation
- 0 Written and Visual Report

## Pathway

Students who successfully complete Year 10 Visual Arts can select VCE Units 1 and 2 Art Making and Exhibiting as a pathway for further study.



# Visual Communication Design

## Course description

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages through design. Visual Communication Design provides students with practical experience in researching and creating communication designs for a range of purposes and target audiences. Throughout their study, students maintain a visual diary in which they record their research and design process. They complete design work from one or more of the three design fields (Communication design, Industrial Design and Environmental Design). They respond to a design brief and use both manual and digital design techniques, to create concept designs, visualisation designs, mockups and refined presentation designs. Throughout the design process, students annotate their work to explain their design thinking, and to evaluate and improve their designs. They learn the correct conventions for drawing in both two-dimensional and three-dimensional formats.

## Course Structure

The curriculum is structured around four strands, each of which involves making and responding.

- Explore and represent ideas
- Visual communication design practices
- Present and perform
- Respond and interpret

## Key Skills

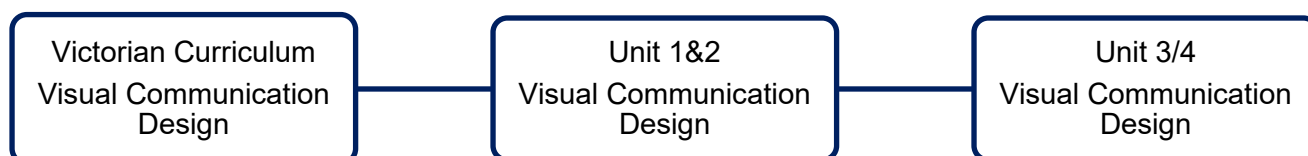
- Experiment with the application of materials
- Develop manual and digital design techniques
- Develop skill at creating a design process
- Develop skills at both 2D and 3D design
- Develop observational drawing skills
- Learn how to create a mock-up for a client
- Learn how to apply, manipulate and adapt traditional materials such as; charcoal, ink, paint and pencils.
- Learn how to communicate ideas.
- Learn critical and reflective thinking skills.
- Develop knowledge of designers and design styles.
- Develop knowledge of typography and typographic layout.
- Develop an understanding of how to apply design elements and principles to develop design concepts.

## Assessment

- Folio – A folio of refined and resolved presentation designs
- Visual Diary – Demonstration of a design process including; research, development and annotations
- Written and Visual Written Report researching designers and design styles.

## Pathway

Students who successfully complete Level 10 Visual Communication Design can select VCE Units 1 and 2 Visual Communication Design as a pathway for further study.



# Acceleration

## Victorian Certificate of Education (VCE)

St Mary's College offers a broad range of VCE studies (subjects). VCAA (Victorian Curriculum and Assessment Authority) administers the VCE, recording all results for students and issuing Study Scores and Certificates at the end of Year 12. Each VCE or VCE VET Study consists of four semester-length units. Unit 1 and Unit 2 are usually undertaken in Year 11 and are separate units. Units 3 and 4 are combined courses known as a sequence and are usually undertaken in Year 12. All Units contribute to the completion of the VCE, but only the Unit 3 and 4 studies contribute to the Study Score and ATAR.

## VCE Assessment

At the completion of VCE, students sit VCAA examinations which cover Unit 3 and 4 content. These are in November and the results, together with internal results, contribute to the student's Study Score for each individual subject.

## Minimum requirements

Students are awarded a VCE Certificate based on demonstrating 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.

Regardless of how many units a student completes, they must have the following criteria:

- o 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.
- o PLUS at least three other sequences of Units 3 and 4 studies other than the English Study from above (you may take more than one of the Unit 3 and 4 English studies).
- o Students must attend 80% of classes.

## Study Score and the ATAR

Students will receive a Study Score for each unit 3 and 4 study satisfactorily completed. A student receiving a minimum of 4 Study Scores, one of which must be English, is eligible to receive an ATAR from VTAC (up to 6 scores can count in the ATAR). The ATAR (Australian Tertiary Admission Rank) is used by some Universities to select students into tertiary courses. Study Scores explained: [here](#).

## Acceleration in VCE Units 1 and 2 in Year 10

Year 10 students may wish to undertake a unit 1 and 2 VCE study to have six subjects to contribute to their ATAR. Due to the Year 10 Curriculum already offering a challenging course of study, only high performing students will be considered to accelerate.

### *Criteria of approval for acceleration:*

- o Not all subjects are appropriate for acceleration
- o Students will need to demonstrate the necessary academic ability and rigour in English and at least two other subjects including the subject wanting to be accelerated
- o Acceptable SPI levels
- o Application will only be approved if the accelerated subject does not clash with other mandatory subjects
- o If a student has undertaken Unit 1 and 2, entry into unit 3 and 4 will not be automatic

*Recommended subjects for acceleration:*

- 0 Applied Computing
- 0 Business management
- 0 General Mathematics
- 0 Health and Human Development
- 0 Legal Studies
- 0 Media
- 0 Physical Education
- 0 Psychology

Year 11 students will have preference in a Unit 1&2 class.

**It should be noted that undertaking an accelerated subject in Year 10 for Unit 1&2 and then the Unit 3/4 in Year 11, does not entitle the student to a 'lighter' load in Year 12. All students are required to enrol in a full load in Year 12**



The future belongs to  
those who believe in  
the beauty of their  
dreams.

Eleanor Roosevelt