

2015

VCE & VCAL Subject Information Handbook



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1. Introduction

A Message from the Principal

Dear Parents and Students

I am happy to introduce our Subject Handbook for 2015. Marymede Catholic College is now a fully functioning P-12 school proud of its Marian Tradition. In 2011, our first students completed their VCE studies and are now embarking on life beyond school whether it be at University, TAFE or the world of work. In the past we could only speak of the hopes we had for our students across the school. We can now speak of the reality of the excellence achieved by our young men and women.

This Handbook outlines all of the subjects that we will be offering in 2015. As well as the full range of VCE studies, we now have an operating VCAL program for students in both Year 11 and 12, meeting the diverse needs of our students.

A great deal of work has been done to give our students the best opportunities to prepare them for the world that they face beyond school.

I ask that students read this handbook carefully, identify their strengths and interests and follow the advice that is offered to them by the relevant staff associated with the subject selection process.

Of course any subject selection process is driven by the academic performance and the effort of students this year. It is also governed by the choices students make. Subjects will be offered on the basis that there are sufficient numbers to justify their continuance. However, I am confident that we have the range of subjects that will allow our students to choose a full range of pathways allowing our students to fulfil their hopes and dreams in the future.

I wish all students in the Senior School well as they participate in this important time of their school life at Marymede Catholic College.

Paul D'Astoli
Principal

2. Timeline for Enrolment & Course Selection Procedures

Term Two and Three	
25 June 2014	Year 11 and 12 Subject Expo VCE & VCAL Information Evening
16 July 2014 9:00 – 9:30am	Year 11 2014 Period 1 Subject Selection Assembly
16 July 2014 10:00 – 10:30am	Year 10 2014 Period 2 Subject Selection Assembly
21 July, 2014 9:00am – 4:00pm	Year 11 and 12 2015 subject selection individual student interviews.
25 July, 2014	Complete subject selection through the Web Preferences portal and print online receipt.
September 2014	Re-counsel students who have clashes or chosen subjects not running.
19 September, 2014.	Prospective 11 and 12 students receive confirmed subjects letter. (Subject to completion of timetable)
Term Four	
5 November, 2014	Year 11 second semester examinations commence
10 November, 2014	Year 10 second semester examinations commence
Late November	Year 10 and 11 subject enrolments reviewed in light of examination results
December	2014 Orientation for Year 11 and Year 12

NOTE: Subject selection timeline is subject to changes.

3. The Victorian Certificate of Education (VCE)

3.1 Introduction

In Years 11 and 12 students undertake studies accredited by the Victorian Curriculum and Assessment Authority (VCAA). These studies form the basis for the award of the Victorian Certificate of Education (VCE) by that body.

The **Victorian Certificate of Education (VCE)** is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The VCE incorporates a large number of possible subjects which enables students to develop a course of study which provides them with the skills and knowledge they will need to follow these various pathways.

3.2 Organisation of Studies

Teaching/Learning within the VCE is divided into STUDIES, which are undertaken in UNITS. Each UNIT is presented over one SEMESTER (half-year or two terms). Most Studies have four Units. Units 1 and 2 (usually taken in Year 11) may be taken individually. Units 3 and 4 (usually taken in Year 12) must be taken together. Such unit couplings are called SEQUENCES.

Each Study includes Learning Outcomes set by the VCAA which form the basis of satisfactory completion of VCE Units. Each VCE Unit includes a set of two to four Outcomes.

3.3 Satisfactory Completion of a Unit

In order to satisfactorily complete a Study, the students must demonstrate achievement of all Outcomes. The school, in accordance with the VCAA assessment guidelines, determines whether or not an Outcome has been met satisfactorily. A student is awarded a UNIT RESULT of Satisfactory (S) only if ALL of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level.

A student is awarded a UNIT RESULT of N if one or more of the Learning Outcomes within the Unit have NOT been demonstrated to a satisfactory level, or his/her attendance at class does not meet the minimum requirement.

Students undertake a STUDY which is made up of UNITS.

Each Unit is made up of OUTCOMES.

In order to demonstrate satisfactory understanding of an Outcome, students undertake ASSESSMENT in the forms of SACs and SATs

3.4 Assessment of a Unit

In order for students to demonstrate satisfactory completion of Outcomes, they will be required to undertake a number of assessment tasks. Assessment tasks that are set to demonstrate understanding of an outcome are referred to as School Assessed Coursework (SACs) or School Assessed Tasks (SATs). All such tasks must be completed punctually by all students undertaking that Study.

The nature of such tasks depends on the Study being undertaken. These tasks may include:

- *Classroom Exercises*
- *Folios of Work*
- *Research Reports*
- *Practical Exercises*
- *Tests and Examinations.*

In Units 3 & 4, the SACs and SATs are reported to the VCAA and contribute towards the student's Australian Tertiary Admission Rank (ATAR) score. Alongside the SACs and SATs, each Unit 3 & 4 Study has at least one examination that is set, marked and graded externally by the VCAA.

3.5 Satisfactory Completion Of The VCE, Study Scores and the ATAR

In order to satisfactorily complete the Victorian Certificate of Education a student is required by VCAA to gain an S result in:

- A TOTAL of SIXTEEN UNITS or more, which must INCLUDE -
- At least THREE UNITS of ENGLISH STUDIES, and
- At least THREE ADDITIONAL UNIT 3/4 SEQUENCES.

When a student successfully completes all assessment work in a Unit 3 & 4 sequence for a Study and undertakes the end of year VCAA examination, they receive a Study Score for that Study. A Study Score is a RANKING out of 50 which demonstrates how a student has achieved in comparison to all other students in the state of Victoria who have undertaken the same Study.

When a student successfully completes at least four Unit 3 & 4 sequences, the student is eligible for an ATAR. The ATAR is calculated by the Victoria Tertiary Admissions Centre (VTAC). It is a ranking based on a student's Study Scores. Up to six Study Scores can be used to contribute to the ATAR, but only a student's top four subjects (which must include English) count fully. The fifth and sixth subject can add up to 10% to the ATAR score depending on how well a student achieves in that subject.

3.6 The GAT

All students who are undertaking a Unit 3 & 4 sequence must undertake the General Achievement Test which takes place during the June examination period. The GAT is used for a variety of purposes and it is therefore essential that students take it very seriously. A number of tertiary institutions are making use of the GAT as a part of their entrance requirements into certain courses, especially ones which require an interview. Also, the GAT is used in matters of Special Provision. This is explained more fully in the Procedural Handbook.

3.7 Further Information Regarding the VCE

Further Information regarding to the procedures of the VCE are available in the Procedural Handbook which is distributed in January each year. Information outlines there includes issues of assessment submissions, day-to-day requirements of the VCE and applications for Special Provision.

3.8 VCE Studies Offered

While VCE Studies detailed elsewhere in this Handbook (see Section 7) may be offered, not all Studies will run each year. Whether or not a subject runs will depend on the number of students enrolled in that subject and the capacity of the school to timetable the subject. Marymede Catholic College will make every effort to ensure that all students end up in a program which suits their needs and abilities. To assist this, students will be required to list alternate subjects during course planning should their first options not be available.

4. The Structure of the Year 11 VCE Curriculum

4.1 Introduction

Units 1 & 2 are a significant part of the VCE studies. While the SACs and SATs undertaken during Units 1 and 2 do not contribute to a student's ATAR score, the studies undertaken during this time is fundamental as they provide a basis to all the knowledge and skills required during Units 3 & 4. Students must select the Studies they undertake during Unit 1 & 2 wisely to ensure the best possible results during Unit 3 & 4.

Students in Year 11 complete six subjects (6 x 7 periods a cycle) PLUS a study of RE (3 periods a cycle) PLUS four periods of sport.

4.2 The Structure of Year 11

SUBJECT	PERIOD ALLOCATION	DETAILS
A Study of English	7 Periods	Student Choice
RE	3 Periods	Compulsory
Study 1*	7 Periods	Student Choice
Study 2*	7 Periods	Student Choice
Study 3*	7 Periods	Student Choice
Study 4*	7 Periods	Student Choice
Study 5*	7 Periods	Student Choice
Sport	2 Periods	Compulsory
Pastoral Programs and Independent Study	3 Periods	Compulsory

4.3 Other Information:

Students:

- Need to choose 2 Units of English at Year 11 and at Year 12.
- Need to complete 1 Unit of RE (which will be studied over the course of the whole year).
- Need to select options that provide them with the best opportunities to pursue the most appropriate career options for their future.
- Will select two consecutive Units of each subject they undertake.

4.4 Extension studies:

Students may apply to undertake a Unit 3 & 4 sequence whilst in Year 11.

To do so, an application form must be completed. Acceptance into a Unit 3 & 4 subject will require the following conditions;

1. The student must have undertaken and satisfactorily completed the Unit 1 & 2 sequence of that subject.
2. The student has been invited to apply to do a Unit 3 & 4 sequence by the Principal.

Students may also arrange to undertake a Unit 3 & 4 LOTE Study through another institution outside of school hours. If students are undertaking subjects outside of the College and this study is negatively impacting on the student's other subjects, the College expects that the external subject would be discontinued.

4.5 Completing the VCE part time

In special circumstances, students may wish to investigate completing their VCE over the course of three years. Please see the Head of Secondary School or the Head of Learning and Teaching to discuss this option further.

5. The Structure of the Year 12 VCE Curriculum

5.1 Introduction

Students in Year 12 complete five subjects (5 x 7 periods a cycle). Complete a study of Religious Education (3 periods a cycle). Timetables will also include Sport, assembly and study periods.

5.2 The Structure of the Year 12 Curriculum

	PERIOD ALLOCATION	DETAILS
A study of English	7 periods	Student Choice
RE Program	3 periods	Compulsory
Study 1	7 periods	Student Choice
Study 2	7 periods	Student Choice
Study 3	7 periods	Student Choice
Study 4	7 periods	Student Choice
Sport Program	2 periods	Compulsory
Provision for Independent Study and Pastoral Program	10 periods	Compulsory

5.3 Reduced studies:

In exceptional circumstance, students may opt to do four subjects in Year 12, although this will also be a matter for approval by the College under very specific circumstances.

6. VCE Studies To Be Offered At Marymede

6.1 Introduction

In the following pages, you will find information about the VCE Studies that will be on offer in 2015.

For each subject, you will find a brief course outline and then a description of the areas of study and possible assessment that will be undertaken.

Please be aware that some subjects require prerequisites and recommended studies which are also listed. We encourage you to consider the pathways you wish to explore in the future, as this will impact significantly on your subject choice.

Students will undertake assessment tasks during their VCE. The weighting of Units 1 and 2 are decisions that can be made by Marymede Catholic College. However, the VCAA formally sets the weighting for each piece of assessment undertaken in Units 3 and 4. The weightings are used to generate a Study Score which is derived from student performance in assessment tasks and exams.

6.2 Areas of Study: VCE

To assist your course planning, subjects have been allocated into areas as follows:

- Religious Education
- English
- Mathematics
- Humanities
- Sciences
- Languages Other Than English (LOTE)
- Health and Physical Education
- Performing Arts
- The Arts
- Design and Technology
- VET (Vocational Education and Training)

AREAS OF STUDY

DOMAIN AREA	UNIT 1&2 SUBJECTS	UNIT 3/4 SUBJECTS
RELIGIOUS EDUCATION	Religion & Society (Unit 2)	
	Text & Traditions (Unit 2)	
ENGLISH	English	
	Literature	
MATHEMATICS	General Maths Specialist	Specialist Mathematics
	Mathematical Methods	Mathematical Methods
	General Maths Further	Further Maths
HUMANITIES	Accounting	
	Business Management	
	Economics	
	Geography	
	History: 20 th Century	History: Revolutions
SCIENCES	Legal Studies	
	Biology	
	Chemistry	
	Physics	
	Psychology	
LOTE	Italian	
	Japanese	
	Indonesian (Unit 1 and 2)	
HEALTH & PHYSICAL EDUCATION	Health and Human Development	
	Physical Education	
	VCE Outdoor and Environmental Studies	
	VET: Certificate III in Sport and Recreation	
PERFORMING ARTS	Drama	
	Music Performance	
THE ARTS	Studio Art	
	Visual Communication Design	
DESIGN & TECHNOLOGY	Product Design & Technology: Textiles	
	Product Design & Technology: Wood	
	Food Technology	
	Information Technology: Applications	
	Media	
	VET Media	

7. Subject Descriptions

7.1 Religious Education at Marymede

As a Catholic school, it is a basic requirement that our students continue to further their religious education throughout their final years of schooling. Undertaking a subject which will add to understanding of religious traditions and values is a compulsory part of the VCE at Marymede Catholic College.

The subjects outlined in this section are:

Texts and Traditions

Religion and Society

TEXTS & TRADITIONS

Course description:

This study is designed to develop students' understanding of religious texts and their interpretation within the Christian tradition. Students will work with religious historical documents and examine a variety of texts as well as their place and use within traditions, societies and cultures. The historical development of texts and traditions, the way in which their messages are shaped and communicated is also considered. Also, students will develop methods of interpretation with regards to how theologians and historians have studied these documents.

Recommended studies:**For Unit 2:**

Year 10 Religious Education

Possible pathways in future:

Anthropology / Archaeology / Consultancy / Counsellor / Criminology / Cultural Heritage / Diplomat / Historian / Journalist / Architecture / Lawyer / Librarian / Policy advice / Research / Teaching / Theologian / Sociologist

Unit Two

Unit Focus:

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Area of Study 1:

Sacred Texts in the past

Assessment Task:

Analytical response to selected scriptural and visual texts

Area of Study 2:

Sacred Texts today

Assessment Task:

Response to personal sacred texts.

Area of Study 3:

Comparing religious traditions

Assessment Task:

Examination

RELIGION & SOCIETY

Course description:

This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and the ways in which these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues.

Recommended studies:**For Unit 2:**

Subjects in Religion in other year levels

Possible pathways in future:

Anthropology / Archaeology / Consultancy / Counsellor / Criminology / Cultural Heritage / Diplomat Historian / Journalist / Architecture / Lawyer Librarian / Policy advice / Research / Teaching / Theologian / Sociologist

Unit Two

Unit Focus:

Ethics is a discipline that investigates morality. It is particularly concerned with the justification for moral choices – the argument and reasoning behind them. Ethics is not just a matter of individual awareness and personal decision- Family, community and traditional connections tie people together and provide an ethical background to what individuals do, supporting some choices and disapproving of others. Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.

Area of Study 1:

Ethical Method

Assessment Task:

Analysis of key ethical questions.

Area of Study 2:

Religion and morality

Assessment Task:

An interview regarding the human experience of religion.

Area of Study 3:

Contemporary ethical issues

Assessment Task:

Analysis of a contemporary that addresses ethical questions.

7.2. English at Marymede

A VCAA requirement for completion of the VCE is that all students must successfully complete a minimum of **three** VCE units of English and two of those units must be Units 3 and 4.

Students may study any form of English they choose and may select more than one if they wish.

The subjects outlined in this section are:

English

Literature

ENGLISH

Course description:

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Prerequisites for Unit 3/4: A satisfactory grade in at least one unit of VCE English	Recommended studies: For Unit 1&2: Year 10 English For Unit 3/4: Unit 1 & 2 English	Possible pathways in future: Publicity Officer / Nurse / Teacher / Linguist / Librarian / Lawyer / Journalist / Interpreter / Actor / Human Resources / Foreign Affairs / Tour Guide / Announcer / Child Care / Clerical Officer / Writer / Youth Worker / Playwright / Public Servant / Travel Consultant / Welfare Worker / Retail Manager / University Lecturer
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Unit One

Unit Focus:

The focus of this unit is on reading a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Area of Study 1: Reading and Responding	Assessment Task: Text Response
Area of Study 2: Creating and Presenting	Assessment Task: Context responses in a variety of written forms
Area of Study 3: Using Language to Persuade	Assessment Task: Language analysis task, Part A Presenting a point of view, Part B

Unit Two

Unit Focus:

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Area of Study 1: Reading and Responding	Assessment Task: Text Response
Area of Study 2: Creating and Presenting	Assessment Task: Context responses in a variety of written forms
Area of Study 3: Using Language to Persuade	Assessment Task: Language analysis task, Part A Presenting a point of view, Part B

Unit Three

Unit Focus:

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Area of Study 1: Reading and Responding	Assessment Task: Text Response	VCAA Weighting: 7.5%
Area of Study 2: Creating and Presenting	Assessment Task: Extended response to the Context 'Encountering Conflict'	7.5%
Area of Study 3: Using Language to Persuade	Assessment Tasks: Language analysis task & Persuasive Oral Presentation	5% 5%

Unit Four

Unit Focus:

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Area of Study 1: Reading and Responding	Assessment Task: Text Response	VCAA Weighting: 12.5%
Area of Study 2: Creating and Presenting	Assessment Task: Extended response to the Context 'Encountering Conflict'	12.5%
VCAA Examination	3 hours	50%

LITERATURE

Unit One

Unit Focus:

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Area of Study 1:

Readers and their responses

Assessment Task:

Journal and personal extended response to a selected text.

Area of Study 2:

Ideas and concerns in texts

Assessment Task:

Oral/Creative and passage analysis response to selected texts

Area of Study 3:

Interpreting non-print texts

Assessment Task:

Formal extended response to selected text

Unit Two

Unit Focus:

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Area of Study 1:

The text, the reader and their contexts

Assessment Task:

Analytical and create response to text.

Area of Study 2:

Comparing Texts

Assessment Task:

Extended response comparing two texts with a particular focus

Unit Three

Unit Focus:

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Area of Study 1: Adaptations and Transformations	Assessment Task: Response analysing how meaning is changed when the form of a text changes	VCAA Weighting: 10%
Area of Study 2: Views, Values and Contexts	Assessment Task: Views and Values	10%
Area of Study 3: Considering Alternative Viewpoints	Assessment Task: Critique of a review	5%

Unit Four

Unit Focus:

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

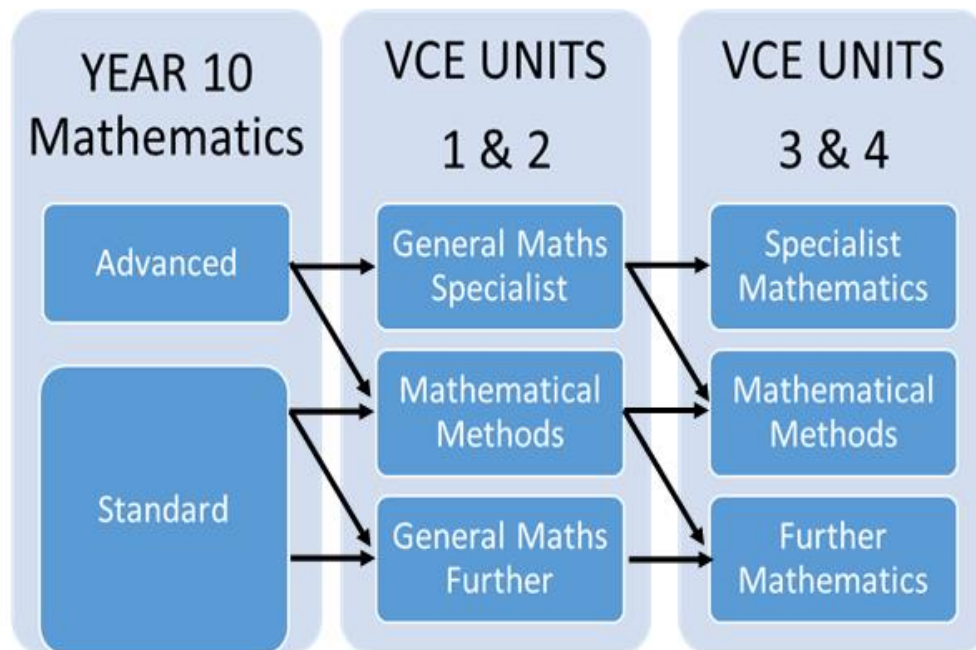
In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Area of Study 1: Creative Responses to Texts	Assessment Task: Imaginative response to text with a Reflection on that response	VCAA Weighting: 12.5%
		2.5%
Area of Study 2: Close Analysis	Assessment Task: Passage Analysis Task	10%
VCAA Examination		50%

7.3 Mathematics at Marymede

The studies of Mathematics are very important for many future pathways into tertiary education and employment. Along with English, Mathematics is often a basic prerequisite for access into specific areas of tertiary studies. **Students must be aware of any prerequisites that apply to their future choices. Students must also be aware that different universities may have different prerequisites from each other for a similar course.**

Mathematics subject selection follows sequences. Students who undertake Advanced Mathematics at Year 10 will be able to choose Maths Methods or General Mathematics Specialist in Year 11. Students who undertake Standard Mathematics at Year 10 will usually be able to choose General Mathematics Further at Year 11 or the VCAL pathway.



Employment in fields of engineering, astrophysics, astronomy and medicine all require higher levels of Mathematics but a number of other degrees, such as study in the sciences, information technology, business, commerce, and architecture generally require some level of Mathematics. Please check careers guides and university information sources to check course pre-requisites.

The subjects outlined in this section are:

General Mathematics (Specialist)	1 & 2
General Mathematics (Further)	1 & 2
Further Mathematics	3 & 4
Mathematical Methods (CAS)	3 & 4
Specialist Mathematics	3 & 4

FURTHER MATHEMATICS

Course description:

Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the 'Applications' area of study. Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics (Further) Units 1 and 2. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

Prerequisites for Unit 3/4:

General Mathematics (Further) Units 1&2

Recommended studies:

For Unit 1&2:

Year 10 Maths Standard

Rationale:

Suitable for university courses that specify 'some Mathematics at Year 12' as a prerequisite.

Units One and Two

Unit Focus:

General Mathematics (Further) is a course that prepares students for Further Mathematics Units 3 and 4. The areas of study include: Data Analysis (Univariate and Bivariate data), Linear graphs and modelling, Financial Arithmetic, Networks, Geometry and Trigonometry.

Outcome 1:

On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures

Assessment Tasks:

Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks:

- assignments;
- tests; technology free and technology assisted
- summary or review notes.

Outcome 2:

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study

Assessment Tasks:

Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks:

- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks.

These tasks may also have relevance to the assessment of Outcome 1.

Outcome 3:

On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks:

For each unit, demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

Units 1 & 2 will each include 2 school assessed coursework tasks with the three outcomes assessed across the task.

Units Three and Four

Unit Focus: There are two areas of study in Further Mathematics Units 3&4 1. Data analysis – core material 2. Applications – module material: (3 modules will be chosen) Module 1: Number patterns Module 2: Geometry and trigonometry Module 3: Graphs and relations Module 4: Business-related mathematics Module 5: Networks and decision mathematics Module 6: Matrices		
Outcome 1: On completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.	Assessment Tasks Unit 3 school-assessed coursework will consist of a data analysis <i>application task</i> using contexts for investigation from a suitable data set selected by the teacher and an <i>analysis task</i> for the first selected module. The outcomes are to be assessed across the <i>application task</i> and the <i>analysis task</i> . Unit 4 school-assessed coursework will consist of two <i>analysis tasks</i> , with the three outcomes assessed across the tasks.	VCAA Weighting: Unit 3 school-assessed coursework: 20%
Outcome 2: On completion of each unit the student should be able to use mathematical concepts and skills developed in the 'Data analysis' area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.		Unit 4 school-assessed coursework: 14%
Outcome 3: On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study 'Data analysis' and the selected module from the 'Applications' area of study.		
VCAA Examination	Units 3/4 examination 1: Multiple Choice Exam	33%
	Units 3/4 examination 2: Short Answer	33%

MATHEMATICAL METHODS - CAS

Course description:

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4.

The appropriate use of mathematics, and in related assessments, is to be incorporated throughout the course.

Prerequisites for Unit 3/4: Mathematical Methods CAS Units 1&2	Recommended studies: For Unit 1&2: Year 10 Advanced Maths with 70% For Unit 3/4: Unit 1 & 2 General Maths (Specialist)	Rationale: Suitable for university courses that have Mathematical Methods as a prerequisite and/or students who have a genuine interest and good level of ability in Mathematics.
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Units One and Two

Unit Focus:

Units 1 and 2 are designed in particular as preparation for Mathematical Methods(CAS) Units 3 and 4.

The areas of study for Units 1 and 2 are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

Outcome 1: On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.	Assessment Task: Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • assignments; • tests; technology free and technology assisted • summary or review notes
Outcome 2: On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.	Assessment Task: Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • projects; • short written responses; • problem-solving tasks; • modelling tasks These tasks may also have relevance to the assessment of Outcome 1.
Outcome 3: On completion of each unit the student should be able to select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.	Assessment Task: For each unit, demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

Units Three and Four

Unit Focus: Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4.		
Outcome 1: On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.	Assessment Tasks Unit 3 school-assessed coursework will consist of an <i>application task</i> based on content from the areas of study and two equally weighted <i>tests</i> that consist of an appropriate combination of multiple-choice, short-answer and extended response items. The outcomes are to be assessed across the <i>application task</i> and the two <i>tests</i> . Unit 4 school-assessed coursework will consist of two <i>analysis tasks</i> , with the three outcomes assessed across the tasks.	VCAA Weighting: Unit 3 school-assessed coursework: 20% Unit 4 school-assessed coursework: 14%
Outcome 2: On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.		
Outcome 3: On completion of each unit the student should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.		
VCAA Examination	Units 3/4 examination 1 (technology free examination)	22%
	Units 3/4 examination 2	44%

SPECIALIST MATHEMATICS

Course description:

Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs' 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'. The development of course content should highlight mathematical structure and proof.

Prerequisites for Unit 3/4:	Recommended studies:	Rationale:
Mathematical Methods CAS Units 1&2	For Unit 1&2: Year 10 Advanced Maths with a 70%.	Suitable for university courses that have significant studies in Mathematics and Science. Please be aware that Specialist Mathematics may be a prerequisite into certain courses. Suitable for students who excel at Mathematics.
General Mathematics Specialist Units 1&2		

Units One and Two

Unit Focus:

General Mathematics Advanced is taken in conjunction with Mathematical Methods CAS, Units 1 and 2. It provides the opportunity for students who are mathematically advanced to build on their strengths. The areas of study include: Algebra, Geometry, Trigonometry, Arithmetic (real and complex numbers and matrices) and Graphs of Linear and Non-linear functions.

Outcome 1:

On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Assessment Task:

Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks:

- assignments;
- tests; technology free and technology assisted
- summary or review notes.

Outcome 2:

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Assessment Task:

Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks:

- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks.

These tasks may also have relevance to the assessment of Outcome 1.

Outcome 3:

On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Task:

For each unit, demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

Units 1 & 2 will each include 2 school assessed coursework tasks with the three outcomes assessed across the task.

Units Three and Four

Unit Focus:
In Unit 2, a study of Specialist Mathematics would typically include content from 'Functions, relations and graphs' and a selection of

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions, relations and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' area of study.

Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

Outcome 1:
On completion of each unit the student should be able to

On completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Assessment Tasks

Unit 3 school assessed coursework will consist of two *analysis tasks*, with the three outcomes assessed across the tasks.

VCAA Weighting:

Unit 3 school-assessed coursework: 14 %

On completion of each unit the student should be able to

apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics

will consist of a single problem-solving or modelling application task and two

or modelling *application task* and two equally weighted tests that consist of an appropriate combination of multiple-choice, short-answer and extended-response items.

The outcomes are to be assessed across the *application task* and the two *tests*.

coursework: 20 %

Circumstance	Percentage of respondents
Self-defense	~85%
To protect others	~80%
To protect property	~85%
To protect the community	~80%
To protect the environment	~85%

On completion of each unit the student should be able to select and appropriately use technology to develop

select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

VCAA Examination

Units 3/4 examination 1: (technology free examination)

Units 3/4 examination 2:

22%

44%

7.4 Humanities at Marymede

The studies that can be undertaken in Humanities cross a wide variety of fields and open many future paths for consideration.

The subjects outlined in this section are:

Accounting

Business Management

Economics

Geography

History – Unit 1 & 2: 20th Century

History – Unit 3 & 4: Revolutions

Legal Studies

ACCOUNTING

Course description:

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Mathematics	Possible pathways in future: Accountant / Administration / Auditor / Aid Project Manager / Banking / Bookkeeping / Conveyancing / Economist / Finance Manager / Marketing / Real Estate / Solicitor / Statistics / Teaching / Treasury / Urban Planner / Market Research / Office Management / Legal Secretary / Legal Counselling / Business Analyst / Investment Analyst / Industrial Relations / Financial advisor / Articled Clerk / Policy Analyst
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Unit One: Establishing and operating a service business

Unit Focus:

This unit focuses on the establishment, accounting and financial management of a small business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Area of Study 1: Going into Business	Assessment Task: Assignment - Going Into Business
Area of Study 2: Recording and reporting accounting data and information	Assessment Task: A series of topic tests
Area of Study 3: Financial decision-making	Assessment Task: Topic test on budgeting and price setting strategies

Unit Two: Accounting for a trading business

Unit Focus:

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Area of Study 1: Recording and reporting accounting data and information	Assessment Task: A series of topic tests
Area of Study 2: ICT in Accounting	Assessment Task: A folio of exercises prepared using Microsoft Excel
Area of Study 3: Evaluation of Business Performance	Assessment Task: Topic test on the evaluation of business performance

Unit Three: Recording and Reporting for a Trading Business

Unit Focus:

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasizes the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Area of Study 1: Recording Financial Data	Assessment Task: The student's performance on each outcome should be assessed using one or more of the following tasks: <ul style="list-style-type: none"> • structured questions • a folio of exercises (manual and ICT) • a case study (manual and/or ICT) • a test (manual and/or ICT) • a report (written, oral or multimedia). At least 30 marks must be allocated to ICT-based assessment.	VCAA Weighting: 17%
Area of Study 2: Balance day adjustments and reporting of accounting information		
VCAA Examination		33%

Unit Four: Control and Analysis of Business Performance

Unit Focus:

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Area of Study 1: Extension of Recording and Reporting	Assessment Task: The student's performance on each outcome should be assessed using one or more of the following tasks: <ul style="list-style-type: none"> • structured questions • a folio of exercises (manual and ICT) • a case study (manual and/or ICT) • a test (manual and/or ICT) • a written report. At least 30 marks must be allocated to ICT-based assessment.	VCAA Weighting: 17%
Area of Study 2: Financial Planning and Decision-Making		
VCAA Examination		33%

BUSINESS MANAGEMENT

Course description:

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. This subject examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. Students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with actual practice. 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 of the business community, and as informed citizens, consumers and investors.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies:	Possible pathways in future: Accountant / Administration / Auditor / Banking / Business Analyst / Small business owner / Economist / Finance Manager / Financial Advisor / Marketing / Office Management / Policy Analyst / Teacher / Treasury
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Unit One: Small Business Management

Unit Focus:

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Area of Study 1: Introducing business	Assessment Task: Research/investigation task
Area of Study 2: Small business decision-making, planning and evaluation	Assessment Task: Business Plan
Area of Study 3: Day-to-day operations	Assessment Task: Case study/test

Unit Two: Communication and Management

Unit Focus:

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Area of Study 1: Communication in business	Assessment Tasks: (To Be Confirmed) Assessment tasks for this unit are chosen from the following: <ul style="list-style-type: none"> • case study analysis; • essay; • analytical exercises; • analytical exercises; • computer applications and simulations; • business survey and analysis; • report (written, visual, oral). • development of a marketing and/or public relations plan; • interview and report on contact with business; • business simulation exercise; • business research (print and online); • test; • media analysis; • media analysis;
Area of Study 2: Managing the marketing function	
Area of Study 3: Managing the public relations function	

Unit Three: Corporate Management

Unit Focus:

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Area of Study 1: Large-scale organisations in context	Assessment Task: The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • case study • media analysis • essay • report in multimedia format. • structured questions • test • report in written format 	VCAA Weighting: 25%
Area of Study 2: Internal environment of large-scale organisations		
Area of Study 3: The operations management function		

Unit Four: Managing People and Change

Unit Focus:

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Area of Study 1: The human resource management function	Assessment Task: The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • case study • media analysis • essay • report in multimedia format. • structured questions • test • report in written format 	VCAA Weighting: 25%
Area of Study 2: The management of change		
VCAA Examination		50%

ECONOMICS

Course description:

Economics is the study of how individuals and societies use resources to satisfy needs. There are virtually no decisions people make every day which are not governed by Economics. Economics provides a unique blend of theory and application to a range of social issues. Every day we are affected by economic events from simple price rises to the impact of the global financial crisis.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them make decisions about important questions. Such as: Why did Ford and Toyota decide to shut their factories in Victoria? Is the government right to have spent over \$1billion helping Ford in just 10 years and they shut anyway? Should Australia try to reduce carbon emissions to slow global warming? Is a GP Co-payment a good idea? Skills, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic theory, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to draw conclusions about how the Australian economy does and should work.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: An interest in current affairs	Possible pathways in future: Accountant / Auditor / Aid Project Manager / Banking Bookkeeping / Conveyancing / Economist / Finance Manager / Marketing / Real Estate / Solicitor / Statistics / Teaching / Urban Planner / Business Analyst / Market Research / Office Management / Legal Secretary / Legal Counselling / Policy Analyst / Investment Analyst / Industrial Relations / Financial advisor / Articled Clerk
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Unit One: Economics: choices and consequences

Unit Focus:

The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. By focusing on one or more markets, a closer examination can be made of the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems as they evolve. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population.

Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards. Through a consideration of the importance of natural resources and the environmental impact of economic growth, students develop knowledge about the potential trade-offs between economic growth and sustainable development. The role of economic decision makers will also be examined and students will be given the opportunity to investigate the importance of international efforts to maintain the long-term economic security of the world economy.

Area of Study 1: A Market System	Assessment Task: Topic test Report on the Melbourne petrol market Markets
Area of Study 2: Economic Issues	Assessment Task: Topic tests on economic growth, and the creation and distribution of income and wealth

Unit Two: Economic change: issues and challenges

Unit Focus:

The changing nature of Australia's population will have an impact upon future rates of economic growth and living standards. As many citizens approach retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population. Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. Through a close examination of Australia's trading relationships, students come to appreciate the factors that influence Australia's balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

Area of Study 1: Population, Employment and Change	Assessment Task: Topic test Oral presentation on population, employment and change
Area of Study 2: Global Economic Issues	Assessment Task: Topic test (s) on international economic relations and economic globalisation Report on Australia and a major trading partner

Unit Three: Economic activity

Unit Focus:

In Australia's contemporary market economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources and be able to explain situations where the market does not operate freely.

The Federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals, students develop an understanding of the role each goal plays in improving living standards.

Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia's living standards. Also, students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

Area of Study 1: An introduction to microeconomics: The market system and resource allocation	Assessment Task: The student's performance on each outcome is assessed using one or more of the following: • a folio of applied economic exercises • an essay • a test • a report.	VCAA Weighting: 25%
Area of Study 2: An introduction to macroeconomics: Output, employment and income		

Unit Four: Economic management

Unit Focus:

The Federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the Federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals. The government also aims to improve living standards through effective management of the supply side of the economy. The productive capacity of the economy needs to be expanded to meet growing demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

Area of Study 1: Macroeconomic demand management policies	Assessment Task: The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> • an essay • a report • problem-solving exercises • a test • a folio of media commentaries using print and/or electronic media • a folio of applied economic exercises. 	VCAA Weighting: 25%
Area of Study 2: Aggregate Supply Policies		
VCAA Examination		50%

GEOGRAPHY

Course description:

The study of Geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future?

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth.

This study investigates a diversity of themes, environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography.

Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Humanities, English	Possible pathways in future: Agriculture / Anthropology / Archaeology / Cartography / Civil Aviation / Consultancy / Cultural Heritage / Diplomat / Drafting / Forestry / Historian / Journalist / Landscape / Architecture / Lawyer / Librarian / Meteorology / National Parks / Policy Advice / Researcher / Surveying / Teaching / Tourism/Recreation / Urban Planning / Arts / Journalism/environmental planning
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Unit One: Natural Environments

Unit Focus:

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

The world's physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. There are few places in the world where only natural processes operate.

Human activities interact with natural processes, each affecting the other. The nature of change caused by the interaction between natural processes and human activities varies at a range of scales, over space and over time.

Area of Study 1: Characteristics of Natural Environments	Assessment Tasks: A selection of: <ul style="list-style-type: none"> • recording and reporting on data collected in the field; • data processing, analysis and presentation; • multimedia presentations; • oral presentations; • structured questions; • written responses; • tests; • short-answer questions; • research reports; • role-plays. At least one of the assessment tasks must involve fieldwork .
Area of Study 2: Changes in Natural Environments	

Unit Two: Human Environments

Area of Study 1: Characteristics of human environments	Assessment Task: At least one task must involve field work . A selection of: <ul style="list-style-type: none"> • recording and reporting on data collected in the field; • data processing, analysis and presentations; • multimedia presentations; • oral presentations; • structured questions; • written responses; • tests; • short-answer questions; • research reports; • role-plays.
Area of Study 2: Changes in human environments	

Unit Three: Regional Resources

Unit Focus:

This unit investigates the characteristics of resources and the concept of region. The use and management of resources is dynamic and changes in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Social, historical, environmental, economic and political factors can be used to predict and plan for future policies and strategies to ensure the sustainability of the available resources.

Governments and other organisations often use the concept of region for planning purposes when determining allocation of resources and development of policies. Although the process of globalisation is influencing the world at a rapid rate, a regional perspective may give identity and help to make sense of such processes.

The availability and utilisation of water resources influences settlement patterns, infrastructure development and decision making in many Australian regions. Problems of supply and debates about the water resources of rural and urban communities mirror processes that are happening elsewhere on the Earth. There are competing demands for water resources within and between regions at local, national and international scales.

Area of Study 1: Use and management of an Australian water resource	Assessment Task: Any one or a combination of the following formats: <ul style="list-style-type: none"> • a data analysis • a case study • a multimedia presentation • a structured essay • a report • structured questions • short-answer questions • a test 	VCAA Weighting: 25%
Area of Study 2: Use and management of local resources	A written fieldwork report.	

Unit Four: Global Perspectives

Unit Focus:

This unit investigates the geographic characteristics of global phenomena and responses to them. Human population studies are significant to understanding the challenges facing our globalised world. Global phenomena such as El Niño, migration, rapid communications technology, earthquake damage, genetically modified crops or globally changing patterns of investment and industrialisation, shared ocean and atmosphere resources, pandemics and other 'borderless' phenomena play important roles in shaping community, environments and landscape change.

Governments, organisations, groups and individuals respond to global phenomena in different ways. The type of response is affected by social, economic, historical and political considerations, resource access and distribution, and the nature and scale of the event or process. This unit investigates the distribution patterns of selected global phenomena. It considers the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future.

Area of Study 1: Global Phenomena	Assessment Task: Any one or a combination of the following formats: <ul style="list-style-type: none"> • a data analysis • a case study • a multimedia presentation • a structured essay • a report • structured questions • short-answer questions • a test 	VCAA Weighting: 25%
Area of Study 2: Global Responses		
VCAA Examination		50%

HISTORY: 20th Century History

Course description:

History is the practice of understanding and making sense of the past. It studies the problems of establishing and representing what had happened, why it happened and the context in which those involved made their decisions. It draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination. The study of history enables students to develop the skills necessary to analyse visual, oral and written source records.

Recommended studies:

Humanities, English

Possible pathways in future:

Agriculture / Anthropology / Archaeology / Cartography / Consultancy / Criminology / Diplomat / Drafting / Journalist / Architecture / Lawyer / Librarian / Meteorology / Policy Advice / Researcher / Teaching / Tourism / Arts / Ethics / Historian / Journalism Lawyer / Philosopher / Social Work

Unit One: 1900-1945

Unit Focus:

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was a sense of natural order of society. This order was challenged and overturned as new movements and organisations emerged in response to economic, social and political crises and conflicts.

Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia, Africa and, particularly, the Middle East.

Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home.

Area of Study 1:

Crisis and Conflict

Assessment Task:

Research Essay and document analysis

Area of Study 2:

Social Life

Assessment Task:

Film Study and Analysis

Area of Study 3:

Cultural Expression

Assessment Task:

Document analysis and test

Unit Two: 1945 – 2000

Unit Focus:

At the end of World War II, international relationships soon dissolved into acrimony and for the next forty years a Cold War was waged between opposing ideologies. Following the 1945 atomic bombs debate continually reignited over the benefits and dangers of nuclear technology. 1945 saw the first meetings of the United Nations (UN), which aimed, among other things, to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Member nations of the UN grew as former colonies in Africa, the Middle East, the Pacific and Asia gained independence, and new countries such as Israel, Pakistan and Bangladesh were created.

Despite advances in medicine, technology and a commitment to the diplomatic process, and efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life. Unsustainable environmental exploitation was identified as an additional threat to the planet. Movements for social, political, and economic change challenged traditional power structures in both Western, communist and developing countries.

Area of Study 1:

Ideas and Political Power

Assessment Task:

Document study and analysis

Area of Study 2:

Movements of People

Assessment Task:

Research essay

Area of Study 3:

Issues for the New Millennium

Assessment Task:

Research Presentation

Unit Three: The French Revolution

HISTORY: Revolutions

Course description:

Revolutions are the great disjunctures of modern times with their causes and effects debated by historians. Students will explore the nature of modern revolutions in Russia (1905 to 1917) and France (1781 to 1795). In Area of Study 1 students will examine the role of leaders, ideas events and movements in the creation of the revolution. In Area of Study 2 they will examine the extent to which a new revolutionary society was created, with a particular emphasis on the ways the leaders responded to resistance by becoming more radical and authoritarian. A key emphasis across the whole Study is the differing historical interpretations of revolutionary events and the motives of the leaders.

Prerequisites for Unit 3/4:	Recommended studies: For Unit 1&2: Humanities For Unit 3/4: Unit 1/2 History	Possible pathways in future: Agriculture / Anthropology / Archaeology / Cartography / Consultancy / Criminology / Diplomat / Drafting / Journalist / Architecture / Lawyer / Librarian / Meteorology / Policy Advice / Researcher / Teaching / Tourism / Arts / Ethics / Historian / Journalism Lawyer / Philosophe / Social Work
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Unit Focus:

This unit focuses on the events in France that led to the overthrow of the French monarchy in 1789. The influence of the American Revolution and the ideas and influence of men such as Sièyes, Lafayette, Mirabeau will be examined to understand why Louis XVIII ultimately had his head chopped off. The new Republic of France faced many challenges at home and abroad. How the French leaders dealt with these difficulties and their effectiveness are examined. They resulted to 'The Terror' and lots of people got their heads chopped off.

Area of Study 1: The role of ideas, leaders and movements that led to the French Revolution 1781 to 1789	Assessment Tasks: (all to be completed across Unit 3 and 4, order to be confirmed) Research report Analysis of written and/or visual documents Historiographical essay Essay	VCAA Weighting: 12.5%
Area of Study 2: The challenges facing the new French leadership 1789 to 1795		12.5%

Unit Four: The Russian Revolution

Unit Focus:

The calls for reform of the autocratic regime in Russia had been present long before 1905. The Tsar, Nicholas II, responded to new pressures for reform in a way that raised tensions and finally the situation Russia faced in World War I allowed the ideas of Lenin and Trotsky to finally achieve a Bolshevik republic in 1917. The Russian leaders inherited a near mediaeval country with enemies at home and abroad. The first years of the new Russian state were chaotic and violent, but by 1924 they had a plan!

Area of Study 1: The role of ideas, leaders and movements that led to the Russian Revolution 1905 to 1917	Assessment Tasks: (all to be completed across Unit 3 and 4, order to be confirmed) Research report Analysis of written and/or visual documents Historiographical essay Essay	VCAA Weighting: 12.5%
Area of Study 2: The challenges facing the new Russian leadership 1917 to 1924		12.5%
VCAA Examination		50%

LEGAL STUDIES

Course description:

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2:	Possible pathways in future: Anthropology / Consultancy / Criminology / Cultural Heritage / Diplomat / Historian / Journalist / Lawyer / Librarian / Policy Advice / Researcher / Teaching / Arts / Social Work
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Unit One: Criminal Law in Action

Unit Focus:

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the justice system.

Area of Study 1: Law in Society	Assessment Task: TBA
Area of Study 2: Criminal Law	Assessment Task: Case Study
Area of Study 3: The Criminal Courtroom	Assessment Task: Examination

Unit Two: Issues in Civil Law

Unit Focus:

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine and evaluate these methods of dispute resolution.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Area of Study 1: Civil Law	Assessment Task: TBA
Area of Study 2: The Civil Law in Action	Assessment Tasks: Test
Area of Study 3: The Law in Focus	Assessment Tasks: Research Project
Area of Study 4: A question of rights	Assessment Task: TBA

Unit Three: Law-Making

Unit Focus:

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Area of Study 1: Parliament and the Citizen	Assessment Task: The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"> • A case study • Structured questions • A test • An essay • A report in written format • A report in multimedia format • A folio of exercises. 	VCAA Weighting: 25%
Area of Study 2: The Constitution and the Protection of Rights		
Area of Study 3: Role of the Courts in Law-Making		

Unit Four: Resolution and Justice

Unit Focus:

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles.

Area of Study 1: Dispute Resolution Methods	Assessment Task: The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"> • A case study • Structured questions • A test • An essay • A report in written format • A report in multimedia format • A folio of exercises. 	VCAA Weighting: 25%
Area of Study 2: Court processes and procedures, and engaging in justice		
VCAA Examination		50%

7.5 Science at Marymede

At Marymede Catholic College, students can undertake the study of 4 different fields of Science as VCE subjects. Each one of the subjects listed below allows students to enter a large number of courses at tertiary level and open up a myriad of future pathways.

The subjects outlined in this section are:

Biology

Chemistry

Physics

Psychology

BIOLOGY

Course description:

This study is designed to enable students to develop an understanding of essential biological principles based upon knowledge of living organisms and an understanding of the relationships between living organisms and between living organisms and their environments. It develops an awareness of the effects of human activities on living organisms and relationships existing in the environment and an understanding of the importance of experimental and other investigative work.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Yr 10 General Science For Unit 3/4: Unit 1 & 2 Biology	Possible pathways in future: Sciences / Veterinary Science / Fisheries Management / Aquaculture and Ecology / Biogeography / Biomedical Science / Arts / Pharmaceuticals and related fields / Forensic Science / Education / Sports Psychology / Dentistry / Optometry / Marine Biology / Applied Physical Science
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Unit One: Unity and diversity

Unit Focus:

This area of study focuses on the activities of cells. Students investigate the relationship between specialised structures of cells and the processes that maintain life. It also focuses on the relationship between features of organisms and how organisms meet their requirements for life. Students undertake practical investigations into cell structure and functioning in autotrophs and heterotrophs. Students also undertake practical investigations into the relationship between structures of autotrophs and heterotrophs and their requirements.

Area of Study 1: Cells in Action	Assessment Tasks: practical activities; multimedia and oral presentation; topic tests
Area of Study 2: Functioning Organisms	Assessment Tasks: practical activities; multimedia topic tests

Unit Two: Organisms and their environments

Unit Focus:

This area of study focuses on the kinds of environmental factors that are common to all habitats. With an emphasis on Australian ecosystems, this study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. Students undertake practical investigations into selected factors operating in habitats and adaptations of organisms to those habitats. Practical investigations into interactions between members of the same and different species and between organisms and their non-living environment are also undertaken.

Area of Study 1: Adaptations of Organisms	Assessment Tasks: practical activities Multimedia and oral presentation topic tests
Area of Study 2: Dynamic Ecosystems	Assessment Tasks: practical activities, topic tests a written report on fieldwork

Unit Three: Signatures of life

Unit Focus:

In this area of study, students investigate the activities of cells at molecular level; the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Also investigated is how cells detect biomolecules that elicit particular responses depending on whether the molecules are 'self' or 'non-self'. Students undertake practical investigations into the molecular composition of cells and biochemical processes including transformation of energy and enzyme activity. Students investigate signalling molecules and their role in regulating activities of organisms such as growth hormones in plants and/or action of antibiotics.

Area of Study 1: Molecules of Life	Assessment Tasks: An investigation of cellular respiration and photosynthesis An investigation of enzyme action An investigation of the movement of substances across membranes	VCAA Weighting: 10%
Area of Study 2: Detecting and Responding	Assessment Tasks: A report of an investigation or simulation of a selected organism's response to a specific chemical or physical signal A presentation that explains how humans acquire immunity through naturally active, passive and artificial means	10 %

Unit Four: Continuity and change

Unit Focus:

This area of study focuses on molecular genetics and the investigation not only of individual units of inheritance, but also of the genetic makeup of individuals and species. It also focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate the techniques and technologies that are used to amplify DNA, identify the genetic profile of organisms and manipulate and modify organisms. They consider how the interaction between human, cultural and technological evolution may have affected evolutionary processes.

Area of Study 1: Heredity	Assessment Tasks: An investigation related to a genetic cross An investigation using a DNA tool or manipulation technique An investigation or simulation related to mitosis and/or meiosis	VCAA Weighting: 10%
Area of Study 2: Change Over Time	Assessment Tasks: An oral or written report that demonstrates evolutionary relationships with a focus on hominid evolution A response to an issue related to human intervention in evolutionary processes	10%
VCAA Examination		60%

CHEMISTRY

Course description:

This study is designed to enable students to develop their understanding of the language, processes and major ideas of chemistry. It assists students to understand the role of experimental evidence in developing and generating new ideas and knowledge. Students will understand the ways chemical knowledge is organised, challenged, revised and extended and develop the skills and knowledge required to complete experimental processes and procedures and undertake research investigations. Students develop skills in the effective communication of chemical ideas to a range of audiences and become aware of the ethics of scientific research that apply to investigations in chemistry;

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Year 10 Science For Unit 3/4: Unit 1 & 2 Chemistry	Possible pathways in future: Science, Agricultural Science, Environmental Science Ecology Sports Science, Biochemistry, Biomedical science, Dietetics, Pharmaceuticals and related fields, Forensic Science, Education, Psychiatry, Radiation Science, Applied Physical Science, Engineering and related fields, Arts, Food studies, Forestry, Horticulture, Medicine, Winemaking Oceanography
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Unit One

Unit Focus:

Students use the Periodic Table to study the chemistry of the elements using their chemical and physical properties to locate their position. They study the models for metallic, ionic and covalent bonding. Students consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. They are introduced to the development and application of 'smart' materials. Students use the language of chemistry, its symbols, chemical formulas and equations, to explain observations and data collected from experiments.

Area of Study 1: The Periodic Table	Assessment Tasks: Visual presentation Tests	Data Analysis Practical reports
Area of Study 2: Materials	Assessment Tasks: Visual presentation Tests	Data Analysis Practical reports

Unit Two

Unit Focus:

Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. They investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles.

Area of Study 1: Water	Assessment Tasks: Visual presentation Tests	Data Analysis Practical reports
Area of Study 2: The Atmosphere	Assessment Tasks: Visual presentation Tests	Data Analysis Practical reports

Unit Three

Unit Focus:

In this unit students investigate the scope of techniques available to the analytical chemist. Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist.

Area of Study 1: Chemical analysis	Assessment Task: An extended experimental investigation matching analytical technique/s to a task	VCAA Weighting: 10%
Area of Study 2: Organic chemical pathways	Assessment Task: A written report of a practical investigation of the preparation and analysis of aspirin or paracetamol AND One task selected from the following: <ul style="list-style-type: none"> • a response to stimulus material in written, oral or visual format • an analysis of first or second-hand data using structured questions • a report in written, oral, multimedia or visual format related to chemical pathways. 	10%

Unit Four

Unit Focus:

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. They investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Students will continue to investigate the application of principles of green chemistry to chemical processes.

Area of Study 1: Industrial chemistry	Assessment Task: A written report of one practical activity AND One task selected from the following: <ul style="list-style-type: none"> • a response to stimulus material in written, oral or visual format • an analysis of first or second-hand data using structured questions • a report in written, oral, multimedia or visual format related to chemistry at work 	VCAA Weighting: 10%
Area of Study 2: Supplying and using energy	Assessment Task: A summary report including annotations of three practical activities relating to energy transformations occurring in chemical reactions	VCAA Weighting: 10%
VCAA Examination		60%

PHYSICS

Course description:

This study is designed to enhance the scientific literacy of students in the specialised area of physics. Scientifically literate physics students demonstrate interest in and understanding of the Universe, engage in debates about the nature of evidence, theories and models, and appreciate the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations, and select and use a range of appropriate technologies and mathematical techniques.

Recommended studies:

For Unit 1&2:

Year 10 Science

For Unit 3/4:

Unit 1 & 2 Physics

Possible pathways in future:

Astrophysics / Astronomy / Aviation / Engineering – many fields / Agriculture / Technology & Computing / Metallurgy / Construction / Environment Science / Oceanography / Medical / Research

Unit One

Unit Focus:

This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organized and explained through the use of conceptual models. Students describe the sources and uses of nuclear reactions and radioactivity and their effects on the environment and in industry. Students develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. The detailed study provides opportunities to explore the application of energy concepts and models in medical contexts.

Area of Study 1:

Nuclear physics and radioactivity

Area of Study 2:

Electricity

Detailed Study:

Energy from the nucleus

A selection of two from the following:

- a data analysis
- an annotated folio of practical activities
- a multimedia or webpage presentation
- a response to a media article
- a written report
- a test
- a summary report of selected practical activities from your Log Book
- Practical Investigation

Unit Two

Unit Focus:

This unit focuses on the application of models to more complex phenomena – motion and light. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. The detailed studies provide opportunities to explore motion and/or light in medical contexts.

Area of Study 1:

Motion

Area of Study 2:

Wave-like properties of light

Detailed Study:

Medical Physics

A selection of two from the following:

- a data analysis
- an annotated folio of practical activities
- a multimedia or webpage presentation
- a response to a media article
- a written report
- a test
- a summary report of selected practical activities from your Log Book
- a Practical Investigation

Unit Three

Unit Focus:

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.

Area of Study 1: Motion in one and two dimensions	Assessment Tasks: An Extended practical investigation (student designed or adapted)	VCAA Weighting: 9.4 %
Area of Study 2: Electronics and photonics	Assessment Tasks: A Test	 7.07%
Area of Study 3: Detailed Study - Einstein special relativity		 7.07%
Total		20%

Unit Four

Unit Focus:

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

Area of Study 1: Electric Power	Assessment Tasks: a summary report of selected practical activities from your Log Book	VCAA Weighting: 7.07 %
Area of Study 2: Interactions of Light and Matter	Assessment Tasks: An Extended practical investigation (student designed or adapted)	 9.49%
Total		23%
VCAA Examination		60% Unit 3 & 4

PSYCHOLOGY

Course description:

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as work place and social relations.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Yr 10 General Science For Unit 3/4: Units 1 and 2 Psychology	Possible pathways in future: Sciences / Biomedical Science / Education / Sports Psychology / Social Work and Counselling / Psychiatry
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Unit One

Unit Focus:

In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. They investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. This study also focuses on changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual's psychological development and mental wellbeing at different stages.

Area of Study 1: What is psychology?	Assessment Tasks: A selection from the following <ul style="list-style-type: none"> • research investigation • annotated folio of practical activities • media response • test • essay • debate • data analysis • evaluation of research • oral presentation using two or more data types, for example still or moving images, written text, • visual presentation, for example concept map, graphic organiser, poster
Area of Study 2: Lifespan psychology	Assessment Tasks: A selection from the following <ul style="list-style-type: none"> • research investigation • annotated folio of practical activities • media response • test • essay • debate • data analysis • evaluation of research • oral presentation using two or more data types, for example still or moving images, written text, • visual presentation, for example concept map, graphic organiser, poster

Unit Two

Unit Focus:

In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Area of Study 1: Interpersonal and group behaviour

Assessment Tasks:

A selection from the following

- research investigation
- annotated folio of practical activities
- media response
- test
- essay
- debate
- data analysis
- evaluation of research
- oral presentation using two or more data types, for example still or moving images, written text,
- visual presentation, for example concept map, graphic organiser, poster

Area of Study 2: Intelligence and personality

Assessment Tasks:

A selection from the following:

- research investigation
- annotated folio of practical activities
- media response
- test
- essay
- debate
- data analysis
- evaluation of research
- oral presentation using two or more data types, for example still or moving images, written text,
- visual presentation, for example concept map, graphic organiser, poster

Unit Three

Unit Focus:

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

Area of Study 1: Mind, brain and body

Assessment Task:

Two tasks selected from:

- evaluation of research
- data analysis
- essay
- media response
- summary of a report of a research investigation conducted by the student
- oral presentation using two or more data types
- test
- visual presentation

VCAA Weighting:

10%

Area of Study 2: Memory

Assessment Task:

Report of a research investigation conducted by the student

10%

Unit Four

Unit Focus:

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. They study simple phobia and a selected mental disorder. Students identify protective and risk factors, coping mechanisms and the principles of how treatments work.

Area of Study 1: Learning	Assessment Task: Annotated folio of practical activities	VCAA Weighting: 10%
Area of Study 2: Mental health	Assessment Task: One tasks selected from: <ul style="list-style-type: none"> • Report • media response • oral presentation • visual presentation And at least one of the following evaluation of research <ul style="list-style-type: none"> • data analysis • essay • media response • summary of a report of a research investigation conducted by the student • oral presentation using two or more data types • test • visual presentation 	10%
VCAA Examination		60%

7.6 LOTE At Marymede

The Languages Other Than English currently offered at VCE level at Marymede Catholic College are Italian and Japanese and Indonesian. Italian is a language with a strong community in Melbourne and it offers students many exciting opportunities to engage with the culture both socially and in their working life in the local community and globally. Japanese is a language of our Asian neighbours a key trading partner of Australia.

Students who choose to do LOTE at VCE level must have studied Year 10 LOTE.

The subjects outlined in this section are:

Italian

Japanese

Indonesian

LOTE: ITALIAN

Course description:

Italian studies aim to enable students to use Italian to communicate with others, understand and appreciate the cultural contexts in which Italian is used, understand one's own culture(s) through the study of other cultures, understand language as a system, make connections between Italian/ English and other languages and apply Italian to work, further study and training or leisure.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Year 10 Italian. For Unit 3/4: Unit 1 & 2 of Italian.	Possible pathways in future: Languages can be used to create a future pathway in ALL fields of work Archaeology / Foreign Affairs / Archivist Historian / Diplomat / Hotel Manager / Editor / Film Critic / Teacher / Lecturer / Tour Guide / Hospitality / Linguist / Flight Attendant / Business / Customs Officer / Design / Banking / Sports Commerce / Architecture / Engineering / Social Services / Navy, Army, Air Force / Interpreter/Translator / Journalist, Media / Travel Consultant / Public Relations / Speech Pathologist
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Unit One

Unit Focus:

There are 3 outcomes at the end of this unit for students to focus on.

They include students:

establishing and maintaining a spoken or written exchange related to personal areas of experience,

Listening, reading and obtaining information from spoken and written texts.

Producing a personal response to a text.

Area of Study 1: The individual	Assessment Task: Response to a personal letter in Italian
Area of Study 2: The changing world	Assessment Task: Listen to an Italian text in Italian and responding in English Students read to obtain information from a written text and respond in Italian.
Area of Study 3: The Italian speaking communities.	Assessment Task: Students participate in an Italian oral exchange in an imaginary or real situation.

Unit Two

Unit Focus:

There are 3 outcomes at the end of this unit for students to focus on.

They include students:

1. Participating in a spoken or written exchange relating to making arrangements and completing transactions.
2. Listening, reading and extracting and using information and ideas from spoken and written texts.
3. Giving expression to real or imaginary experience in spoken or written form.

Area of Study 1: The individual	Assessment Task: Writing a formal letter.
Area of Study 2: The changing world	Assessment Task: Listen to an Italian text and reorganize information and ideas in a different text type. Read an Italian written text and reorganize information and ideas in a different text type.
Area of Study 3: The Italian speaking communities	Assessment Task: Read an Italian short story and write a journal entry in Italian based on an imaginary experience.

Unit Three

Unit Focus:

Students should be able to express ideas through production of original texts, analyse and use information from spoken texts and exchange information, opinions and experiences.

Area of Study 1: The Italian speaking communities	Assessment Task: A selection of; Oral / Written / Listening and responding / Reading and responding	VCAA Weighting: 20%
Area of Study 2: The individual	Assessment Task: A selection of; Oral / Written / Listening and responding / Reading and responding	10%
Area of Study 3: The changing world	Assessment Tasks: A selection of; Oral / Written / Listening and responding / Reading and responding	20%

Unit Four

Unit Focus:

Students should be able to analyse and use information from different texts. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian speaking communities.

Area of Study 1: The individual	Assessment Task: A selection of; Oral / Written / Listening and responding / Reading and responding	VCAA Weighting: 10%
Area of Study 2: Italian speaking communities/ the changing world.	Assessment Task: A selection of; Oral / Written / Listening and responding / Reading and responding	20%
VCAA Examination 1.Oral Exam 2.Written Exam	Assesses knowledge and skill in using spoken Italian. 2 parts: Conversation and Discussion.	Oral component 12.5% Written component- 37.5%

LOTE: JAPANESE

Course description:

This study is designed to enable students to use Japanese to communicate with others and understand and appreciate the cultural contexts in which Japanese is used. Students can also expect to come to understand their own culture(s) through the study of another culture and make connections between Japanese and English, and/or other languages. Upon completion of VCE Japanese students could look to apply their study of Japanese to work, further study, training or leisure. Japanese is becoming an increasingly relevant language as Australia's engagement with Asia expands.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Year 10 Japanese For Unit 3/4: Unit 1 & 2 of Japanese.	Possible pathways in future: Languages can be used to create a future pathway in ALL fields of work Archaeology / Foreign Affairs / Archivist Historian / Diplomat / Hotel Manager / Editor / Film Critic / Teacher / Lecturer / Tour Guide / Hospitality / Linguist / Flight Attendant / Business / Customs Officer / Design / Banking / Sports Commerce / Architecture/ Engineering / Social Services / Navy, Army, Air Force / Interpreter/Translator / Journalist, Media / Travel Consultant / Public Relations / Speech Pathologist
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Unit One

Unit Focus:

Students continue to develop their skills in Japanese in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, characters and grammatical structures relevant to the topics listed below.

Area of Study 1: The individual <ul style="list-style-type: none"> • Personal world • Daily Life • Past and Future 	Assessment Task: Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • informal conversation or <ul style="list-style-type: none"> • reply to personal letter/fax/email.
Area of Study 2: The Japanese speaking communities. <ul style="list-style-type: none"> • Visiting Japan • Life in Japan • Getting to know people in Japan 	Assessment Task: Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Japanese or English and <ul style="list-style-type: none"> • read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Japanese or English.
Area of Study 3: The changing world <ul style="list-style-type: none"> • The world of work • Changes in daily life • Home and neighbourhood 	Assessment Task: Demonstration of achievement of Outcome 3 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • oral presentation or <ul style="list-style-type: none"> • review or <ul style="list-style-type: none"> • article.

Unit Two

Unit Focus:

Students continue to develop their skills in Japanese in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, characters and grammatical structures relevant to the topics and outcomes listed below.

Area of Study 1:

The individual

- Personal world
- Daily Life
- Past and Future

Assessment Task:

Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks:

- formal letter, or fax, or email
- or**
- role-play
- or**
- interview.

Area of Study 2:

The Japanese speaking communities.

- Visiting Japan
- Life in Japan
- Getting to know people in Japan

Assessment Task:

Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
- and**
- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Area of Study 3:

The changing world

- The world of work
- Changes in daily life
- Home and neighbourhood

Assessment Task:

Demonstration of achievement of Outcome 3 will be based on a selection of the following tasks:

- journal entry
- or**
- personal account
- or**
- short story

Unit Three

Unit Focus:

Students continue to develop their skills in Japanese in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, characters and grammatical structures relevant to the topics listed below.

Area of Study 1:

The individual

- Personal world
- Daily Life
- Past and Future

Assessment Task:

Demonstration of achievement of Outcome 1 will be based on the following task:

- A 500 *ji* personal or imaginative written piece focusing on an event or experience in the past or present

Area of Study 2:

The Japanese speaking communities.

- Visiting Japan
- Life in Japan
- Getting to know people in Japan

Assessment Task:

Demonstration of achievement of Outcome 2 will be based on the following tasks:

- A response to specific questions, messages or instructions based on a spoken text.

Area of Study 3:

The changing world

- The world of work
- Changes in daily life
- Home and neighbourhood

Assessment Task:

Demonstration of achievement of Outcome 3 will be based on the following tasks:

- A three- to four-minute role-play, focusing on the resolution of an issue.

Unit Four

Unit Focus:

Students continue to develop their skills in Japanese in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, characters and grammatical structures relevant to the topics and outcomes listed below.

Area of Study 1:

The individual

- Personal world
- Daily Life
- Past and Future

Area of Study 3:

The changing world

- The world of work
- Changes in daily life
- Home and neighbourhood

Assessment Task:

Demonstration of achievement of Outcome 1 will be based on the following task:

- A response to specific questions, messages or instructions, extracting and using information requested.

Area of Study 2: Detailed Study

The Japanese speaking communities.

- Visiting Japan
- Life in Japan
- Getting to know people in Japan

Assessment Task:

Demonstration of achievement of Outcome 2 will be based on the following tasks:

- A 600 *ji* informative, persuasive or evaluative written response, for example, report, comparison or review.
And
- A three- to four-minute interview on an issue related to texts studied.

End of Year Examination

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral Examination

• Section 1: Conversation (approximately 7 minutes)

General conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

• Section 2: Discussion (approximately 8 minutes)

The focus of the discussion will be to explore aspects of the language and culture of Japanese-speaking communities and the student will be expected to make reference to texts studied.

Written Examination

• Section 1: Listening and responding

Assesses the student's knowledge and skill in analysing information from spoken texts.

• Section 2: Reading and responding

Assesses the student's knowledge and skill in analysing and responding to information from written texts.

• Section 3 : Writing in Japanese

Assesses the student's ability to express ideas through the creation of original text in Japanese.

LOTE: Indonesian

Course description:

This study is designed to enable students to use Indonesian to communicate with others, develop an understanding of the diversity of cultures and an appreciation for the various lifestyles across Indonesia. Students can also expect to come to understand their own culture(s) through the study of another culture and make connections between Indonesian and English, and/or other languages. Upon completion of VCE Indonesian students could look to apply their study of Indonesian to work, further study, training or leisure. Indonesia is a central part of Australia's future within Asia and as Australia's closest neighbour is rich in opportunities for work, dialogue and development.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2	Recommended studies: For Unit 1&2: Year 10 Indonesian For Unit 3/4: Unit 1 & 2 of Indonesian.	Possible pathways in future: Languages can be used to create a future pathway in ALL fields of work Archaeology / Foreign Affairs / Archivist Historian / Diplomat / Hotel Manager / Editor / Film Critic / Teacher / Lecturer / Tour Guide / Hospitality / Linguist / Flight Attendant / Business / Customs Officer / Design / Banking / Sports Commerce / Architecture/ Engineering / Social Services / Navy, Army, Air Force / Interpreter/Translator / Journalist, Media / Travel Consultant / Public Relations / International Development
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Unit One

Unit Focus:

Students continue to develop their skills in Indonesian in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, intercultural knowledge and grammar structures relevant to the topics listed below.

Area of Study 1: The individual <ul style="list-style-type: none"> • Personal world • Daily Life • Past and Future 	Assessment Task: Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • informal conversation or <ul style="list-style-type: none"> • reply to personal letter/fax/email.
Area of Study 2: The Indonesian speaking communities. <ul style="list-style-type: none"> • Visiting Indonesia • Life in Indonesia • History of Indonesia 	Assessment Task: Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Indonesian or English and <ul style="list-style-type: none"> • read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Indonesian or English.
Area of Study 3: The changing world <ul style="list-style-type: none"> • The world of work • Environmental Issues • Australian and Indonesian Relations 	Assessment Task: Demonstration of achievement of Outcome 3 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • oral presentation or <ul style="list-style-type: none"> • review or <ul style="list-style-type: none"> • article.

Unit Two

Unit Focus:

Students continue to develop their skills in Indonesian in the areas of Reading, Writing, Speaking and Listening. They learn vocabulary, grammatical structures and intercultural knowledge relevant to the topics and outcomes listed below.

Area of Study 1: The individual <ul style="list-style-type: none"> • Personal world • Daily Life • Past and Future 	Assessment Task: Demonstration of achievement of Outcome 1 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • formal letter, or fax, or email <i>or</i> <ul style="list-style-type: none"> • role-play <i>or</i> <ul style="list-style-type: none"> • interview.
Area of Study 2: The Indonesian speaking communities. <ul style="list-style-type: none"> • Visiting Indonesia • Life in Indonesia • History of Indonesia 	Assessment Task: Demonstration of achievement of Outcome 2 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type <i>and</i> <ul style="list-style-type: none"> • read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
Area of Study 3: The changing world <ul style="list-style-type: none"> • The world of work • Environmental Issues • Australian and Indonesian Relations 	Assessment Task: Demonstration of achievement of Outcome 3 will be based on a selection of the following tasks: <ul style="list-style-type: none"> • journal entry <i>or</i> <ul style="list-style-type: none"> • personal account <i>or</i> <ul style="list-style-type: none"> • short story.

7.7 Health and Physical Education at Marymede

At Marymede Catholic College, we recognise that many students may want to pursue career pathways that relate to Health and Physical Education and there are increasingly more career opportunities available to students who have studied subjects in this field. The subjects below will be offered by the College next year.

The subjects outlined in this section are:

Health and Human Development

Physical Education

VCE Outdoor and Environmental Studies

Health and Human Development

Course description:

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognizes the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

<p>Prerequisites for Unit 3/4: There are no pre-requisites for entry to Units 1, 2 and 3.</p> <p>Students must undertake Unit 3 prior to undertaking Unit 4.</p>	<p>Recommended studies:</p> <p>For Unit 1&2: Health</p> <p>For Unit 3/4: Unit 1 & 2 Health and Human Development.</p>	<p>Possible pathways in future:</p> <p>Nursing Social Work Dietician Aged Care Nutritionist Midwifery Early Childhood Worker Health Sciences</p>
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Unit One: The health & development of Australia's youth

Unit Focus:

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. The health status of Australia's youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia's youth still experience a range of health issues that affect both their immediate and longer term health and individual human development. In this unit students identify issues that have an impact on the health and individual human development of Australia's youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

<p>Area of Study 1: Understanding youth health and human development</p>	<p>Assessment Task: Assessment tasks for this unit are selected from the following:</p> <p>A case study analysis A data analysis A visual presentation A multimedia presentation An oral presentation A blog A test A written response, such as a research assignment or written report.</p>
<p>Area of Study 2: Youth issues</p>	

Unit Two: Individual Human development and health issues

Unit Focus:

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. There are many determinants of health and development of Australia's children; however, social factors such as family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social. In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyze personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Area of Study 1:

Prenatal health and individual development

Assessment Task:

Assessment tasks for this unit are selected from the following:

A case study analysis

A data analysis

A visual presentation

A multimedia presentation

An oral presentation

A blog

A test

A written response, such as a research assignment or written report.

Area of Study 2:

Child health and individual development

Area of Study 3:

Adult health and individual development

Unit Three: Australia's health

Unit Focus:

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioral and social determinants of health.

Funding for the Australian health system involves a combination of both government and nongovernment sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organizations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

Area of Study 1:

Understanding Australia's health

Assessment Task:

Assessment tasks for this unit are selected from the following:

A case study analysis

A data analysis

A visual presentation

A multimedia presentation

An oral presentation

A blog

A test

A written response, such as a research assignment or written report.

VCAA Weighting:

12.5%

Area of Study 2:

Promoting health in Australia

12.5%

Unit Four: Global health and human development

Unit Focus:

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives. This unit places significant focus on the Millennium Development Goals where the aim is to reduce the inequalities that result in human poverty, in health status and human development.

Area of Study 1: Introducing global health and human development	Assessment Task: Assessment tasks for this unit are selected from the following: A case study analysis A data analysis A visual presentation A multimedia presentation An oral presentation A blog A test A written response, such as a research assignment or written report.	VCAA Weighting: 12.5%
Area of Study 2: Promoting global health and human development		12.5%
VCAA Examination		50%

Physical Education

Course description:

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Prerequisites for Unit 3/4:

Recommended studies:

For Unit 1&2:

Health & Physical Education

For Unit 3/4:

Unit 1 & 2 of Physical Education.

Possible pathways in future:

Human Movement

Physiotherapy

Applied Science

Education

Nursing

Dietician

Sport Coaching

Health Sciences

Sports Administration
and Marketing

Unit One

Unit Focus:

In this unit students explore how the body systems work together to produce movement and analyze this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilized to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Area of Study 1:

Body systems and human movement

Area of Study 2:

Biomechanical movement principles

Area of Study 3:

One of:

Technological advancements from a biomechanical perspective or

Injury prevention and rehabilitation.

Assessment Task:

Assessment tasks for this unit are selected from the following:

A practical laboratory report

A case study analysis

Data analysis

A critically reflective folio

A visual presentation

A multimedia presentation

A physical simulation of model

An oral presentation

Test

A written response, such as a research assignment or written report

Unit Two

Unit Focus:

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Area of Study 1:

Effective coaching practices

Area of Study 2:

Physically active lifestyles

Area of Study 3:

One of: Decision making in sport or Promoting active living

Assessment Task:

Assessment tasks for this unit are selected from the following:

A practical laboratory report
A case study analysis
Data analysis
A critically reflective folio
A visual presentation
A multimedia presentation
A physical simulation of model
An oral presentation
Test
A written response, such as a research assignment or written report

Unit Three

Unit Focus:

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Area of Study 1:

Monitoring and promotion of physical activity

Area of Study 2:

Physiological responses to physical activity

Assessment Task:

Assessment tasks for this unit are selected from the following:

A practical laboratory report
A case study analysis
Data analysis
A critically reflective folio
A visual presentation
A multimedia presentation
A physical simulation of model
An oral presentation
Test
A written response, such as a research assignment or written report

VCAA Weighting:

10%

5%

10%

Unit Four

Unit Focus:

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Area of Study 1: Planning, implementing and evaluating a training program	Assessment Task: Assessment tasks for this unit are selected from the following: A practical laboratory report A case study analysis Data analysis A critically reflective folio A visual presentation A multimedia presentation A physical simulation of model An oral presentation Test A written response, such as a research assignment or written report	VCAA Weighting: 10% 5%
Area of Study 2: Performance enhancement and recovery practices		10%
VCAA Examination		50%

Outdoor & Environmental Studies

Course description:

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Prerequisites for Unit Entry:

There are no pre-requisites for entry to Units 1 and 2

Recommended studies:

Health or/ & Yr. 10 Outdoor Education

For Unit 1&2:

Yr. 10 Outdoor Education

Possible pathways in future:

Land and natural resources manager. Park ranger.
Instructor in tourism operations
Operator of nature tourism business.
Youth worker.

Unit One

Unit Focus:

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Area of Study 1:

Motivations for outdoor experiences

Area of Study 2:

Experiencing outdoor environments

Assessment Task:

Assessment tasks for this unit are selected from the following:

A journal/report of outdoor experiences

A case study analysis

An oral presentation

Practical report in a non-text format

Data analysis

Test

A written response, such as a research assignment or written report

Unit Two

Unit Focus:

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimize human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Area of Study 1:

Investigating outdoor environments

Area of Study 2:

Impacts on outdoor environments

Assessment Task:

Assessment tasks for this unit are selected from the following:

A journal/report of outdoor experiences

A case study analysis

An oral presentation

Practical report in a non-text format

Data analysis

Test

A written response, such as a research assignment or written report

Unit Three

Unit Focus:

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Area of Study 1:

Historical relationships with outdoor environments

Area of Study 2:

Contemporary relationships with outdoor environments

Assessment Task:

Assessment tasks for this unit are selected from the following:

A journal/report of outdoor experiences

A case study analysis

An oral presentation

Practical report in a non-text format

Data analysis

Test

A written response, such as a research assignment or written report

VCAA Weighting:

12.5%

12.5%

Unit Four

Unit Focus:

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Area of Study 1: Healthy outdoor environments	Assessment Task: Assessment tasks for this unit are selected from the following: A journal/report of outdoor experiences A case study analysis An oral presentation Practical report in a non-text format Data analysis Test A written response, such as a research assignment or written report	VCAA Weighting: 12.5%
Area of Study 2: Sustainable outdoor environments		12.5%
VCAA Examination		50%

7.8 Performing Arts at Marymede

Many students at Marymede Catholic College are interested in the Performing Arts and, as such, the Performing Arts department is a bustling and thriving place. Such subjects are beneficial not just because of their specialised learning but also because of their development of a student's ability to present themselves to others.

The subjects outlined in this section are:

Drama

Music Performance

DRAMA

Course description:

The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Students will create, perform and evaluate solo and ensemble performances.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1&2 (<i>negotiable</i>)	Recommended studies: For Unit 1&2: Yr 10 Drama For Unit 3/4: Unit 1 & 2 Drama	Possible pathways in future: Teaching Dancing Choreography Acting Media Script Writing Television PerformanceTheatre Production Technician Stage Managing Make Up Artist Costume Design Playwright Publicity Lecturer Voice Over Lighting Design
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Unit One: Dramatic Storytelling

Unit Focus:

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Area of Study 1: Creating a devised performance	Assessment Task: • devise, rehearse and document a solo and/or ensemble drama work based on stories and/or characters.
Area of Study 2: Presenting a devised performance	Assessment Task: • A performance of an ensemble devised drama work that features stories and characters.
Area of Study 3: Analysing a devised performance	Assessment Task: • An analysis of the drama work created and performed in Outcomes 1 and 2.
Area of Study 4: Analysing drama performances presented by other practitioners	Assessment Task: • A written analysis / response to structured questions of a performance selected from the VCAA playlist.

Unit Two: Non-naturalistic Australian drama

Unit Focus:

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. 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	Assessment Task: • devise, rehearse and document a devised solo drama work based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.
Area of Study 2: Presenting a devised performance	Assessment Task: • A performance of a devised solo drama work based on an Australian context.
Area of Study 3: Analysing a devised performance	Assessment Task: • An analysis of the solo or ensemble drama work created and performed for Outcomes 1 and 2 .
Area of Study 4: Analysing Australian drama performance	Assessment Task: • A written analysis.

Unit Three: Devise non-naturalistic ensemble performance

Unit Focus:

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Area of Study 1: Creating and presenting ensemble performance	Assessment Task: Presentation of character/s within an ensemble performance	VCAA Weighting: 20%
Area of Study 2: Responding to ensemble performances	Assessment Task: Analysis of the development and performance of character/s from the ensemble work developed for Outcome 1. The analysis may be presented as either a written report OR structured questions.	5%
Area of Study 3: Analysing non-naturalistic performance	Assessment Tasks: An analysis and evaluation of a play selected from the Unit 3 playlist. The analysis may be presented as either a written report OR structured questions.	5%

Unit Four: Non-naturalistic solo performance

Unit Focus:

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Area of Study 1: Working with stimulus material	Assessment Task: Presentation of a short solo performance based on stimulus material. AND Short written report describing & analysing the non-naturalistic qualities of the performance.	VCAA Weighting: 5%
Area of Study 2: Devising a non-naturalistic solo performance	Assessment Task: Create, develop and perform a character(s) within a solo performance in response to prescribed structure.	Listed below
Area of Study 3: Analysing devised non-naturalistic solo performance	Assessment Task: A written report that uses the language of drama to analyse and evaluate the solo performance developed in Outcome 2.	5%
VCAA Examination	Performance Examination	35%
	Written Examination	25%

MUSIC PERFORMANCE

Course description:

This study is designed to enable students to develop skills in practical music making through performing on an instrument, including voice, composing, arranging and/or improvising. Students learn to make critical and creative responses to music in a range of styles, genres, and media. They develop knowledge of music language, creative processes and techniques. Students also investigate features of musical works, deciphering patterns of various musical characteristics to illustrate structure, links and concepts that create the musical expression and meaning. They develop knowledge of a wide range of music styles from different stylistic eras, geographical locations, genres and media. Finally, students develop aesthetic understanding of music and use electronic music technologies.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1&2: Music For Unit 3/4: Unit 1 & 2 Music Performance	Possible pathways in future: Teacher / Solo Performer / Ensemble Performer / Session Musician / Composer/Arranger / Conductor / Theatre Production / Session Musician / Film Composer / Multimedia Creator / Instrumental Teacher / DJ / Music Therapist
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Unit One

Unit Focus:

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1: Performance	Assessment Task: <ul style="list-style-type: none"> • a solo technique test that includes material that supports development of the student as an instrumentalist (or vocalist) and preparation of solo and/or group works for performance; • a solo performance of at least two works; • a group performance of at least two works; • a performance of unprepared material.
Area of Study 2: Performance Technique	Assessment Task: a report in one of the following formats: written, aural and written OR multimedia.
Area of Study 3: Musicianship	Assessment Task: Aural and Written Examination

Unit Two

Unit Focus:

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Area of Study 1: Performance	Assessment Task: <ul style="list-style-type: none"> • a solo technique test that includes material that supports development of the student as an instrumentalist (or vocalist) and preparation of solo and/or group works for performance; • a solo performance of at least two works; • a group performance of at least two works; • a performance of unprepared material.
Area of Study 2: Performance Technique	Assessment Task: <ul style="list-style-type: none"> • a report in one of the following formats: written, aural and written OR multimedia.
Area of Study 3: Musicianship	Assessment Task: Aural and Written Examination
Area of Study 4: Organisation of sound	Assessment Task: <ul style="list-style-type: none"> • a folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises.

Unit Three

Unit Focus:

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Area of Study 1: Performance	Assessment Task: 10-15 minute solo/group performance	VCAA Weighting:
Area of Study 2: Performance Technique	Assessment Task: Perform a study, technical work and exercises on their main instrument, which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance skills.	10%
Area of Study 3: Musicianship	Assessment Tasks: Written and Aural Examination	10%

Unit Four

Unit Focus:

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Area of Study 1: Solo/Group Performance	Assessment Task: 20 Minute Solo Recital	VCAA Weighting:
Area of Study 2: Performance Technique	Assessment Task: Perform technical work and exercises on their main instrument, which will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance.	10%
Area of Study 3: Musicianship	Assessment Task: Aural and Written Examination	
Area of Study 4: Music language for performance	Assessment Task: TBA	
VCAA Examination	Solo Performance Recital	50%
	Aural and Written Examination	20%

7.9 The Arts at Marymede

Visual Arts subjects generally have a School Assessed Task as a significant component of their assessment. SATs, otherwise known as folios, are ongoing tasks that require a significant commitment to do effectively. Because of the time commitment that is required in completing a SAT, Marymede Catholic College is placing a restriction on the number of SAT-based subjects that may be undertaken each year. A student may select no more than two SAT-based subjects at a time.

The subjects outlined in this section are:

Art (Unit 1 and 2)

Studio Arts (3 and 4)

Visual Communications and Design

ART

Course Description:

The study of Art puts an emphasis on the written and oral interpretation of artworks by applying a range of Analytical Frameworks. Students will develop a portfolio of art work that demonstrates areas of personal interest related to cultural identification. Students apply the Formal and Cultural Framework to reflect upon and annotate their art-making. The study of Art in Unit 1 and 2 focuses on the ways in which art communicates the values, traditions and beliefs of societies. At Marymede, students are encouraged to explore a variety of media and techniques including painting drawing, printmaking claywork, photography, textiles, mixed media and sculpture.

Prerequisites for Unit 1&2

Possible Pathways for the Future:

Artist / Arts Administration / Events coordinator /
Architecture / Graphic Design / Landscape Design /
Teacher / Theatre/Film Set Design Illustration / Interior
Design / Advertising and Marketing

Unit One: Art and Meaning

Unit Focus: This Unit introduces the concept of Analytical Frameworks to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that analysis of an artwork's formal qualities using the Formal Framework can enhance their understanding and interpretation of artworks.

Area of Study 1: Art and Meaning

Assessment Task A written assignment. Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.

Area of Study 2: Art Making and Personal Meaning

Assessment Task: Research and explorations. Present visual creative responses that demonstrate your personal interests and ideas through trialling techniques, materials and processes.

Assessment Task: Folio development and final work. Demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Unit Two: Art and Culture

Unit Focus: In this Unit students become aware that artworks can be created as forms of cultural expression for specific contexts such as public art, newspaper cartoons and art prizes. Students begin to see the cultural context and analyse the varying social functions that art can serve.

Area of Study 1: Art and Culture

Assessment Task: A written assignment. Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.

Area of Study 2: Art Making and Cultural Expression

Assessment Task: Making a Final Piece. Students demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Studio Arts

Unit Three: Studio Production and Professional Art Practices

Unit Focus:

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

Area of Study 1: Exploration Proposal	Assessment Task: Students develop and use an exploration proposal to define an area of creative exploration and plan and apply a design process to explore and develop their individual ideas.	VCAA Weighting: School-assessed Task: 33 %
Area of Study 2: Design Process	Assessment Task: Students document and record the design process in visual diaries. This process will lead to the production of a range of potential solutions in the student's chosen art practice.	
Area of Study 3: Professional arts practices and styles	Assessment Tasks: Students will prepare research projects that examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.	

Unit Four: Studio Production and Art Industry Contexts

Unit Focus:

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

Area of Study 1: Folio of Artworks	Assessment Task: The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3.	VCAA Weighting: School-assessed Task: 33 %
Area of Study 2: Focus, reflection and evaluation	Assessment Task: The production of artworks is supported by the focus, reflection and evaluation of two finished artworks. Students also examine a variety of exhibition space and review the methods and considerations involved in the presentation and conservation of artworks.	
Area of Study 3: Art industry contexts	Assessment Task: Students examine a variety of exhibition space and review the methods and considerations involved in the presentation and conservation of artworks.	
VCAA Examination		34 %

VISUAL COMMUNICATION DESIGN

Course description:

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1&2: Completion of Year 10 Visual Communication Design is recommended. For Unit 3/4: Unit 1 & 2 Visual Communication and Design	Possible pathways in future: Graphic Design / Architecture / Interior Design / Illustration / Advertising & MarketingSet Design / Exhibition Design / Industrial Design / Furniture Design / Fashion Design / Landscape Design / Multimedia Design / Package Design
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Unit One: Visual Communication Design

Unit Focus:

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Area of Study 1: Drawing as a means of communication	Assessment Task: Folio of work that explores observation, visualisation and presentation drawings.
Area of Study 2: Design elements and design principles	Assessment Task: Folio of work which requires students to select elements and principles to create visual communication that satisfy stated purposes.
Area of Study 3: Visual communication design in context.	Assessment Task: Students investigate how visual communication has been influenced by past and contemporary practices, and by social and cultural factors..

Unit Two: Applications of Visual Communication Design

Unit Focus:

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Area of Study 1: Technical drawing in context	Assessment Task: This area of study focuses on the acquisitions and application of presentation drawing skills that incorporate the use of technical drawing conventions.
Area of Study 2: Type and Imagery	Assessment Task: Students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication.
Area of Study 3: Applying the design process	Assessment Task: Students engage in stages of the design process to create a visual communication appropriate to a given brief.

Unit Three: Design Thinking and Practice

Unit Focus:

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials and the application of design elements and design principles can create effective visual communications from specific audiences and purposes.

Area of Study 1: Analysis and Practice in Context	Assessment Task: SAC 1: Analysis - Students explore a range of existing visual communications in the communication, environmental and industrial design fields and draw on their findings to recreate their own visual communication for a specific audience, context and purpose.	VCAA Weighting: Unit 3 school-assessed coursework: 33 % Unit 3 school assessed coursework: 20%
Area of Study 2: Design Industry Practice	Assessment Task: SAC 2: Designing in Context - Students investigate how the design process is applied in industry to create visual communications.	
Area of Study 3: Developing a Brief and Generating Ideas	Assessment Tasks: SAC 3: Professional process – students create a brief which informs research and idea generation for a folio.	

Unit Four: Design Development and Presentation

Unit Focus:

In this unit, students develop design concepts and two final presentations of visual communications to meet the requirements of the design brief. This involves applying the design process twice to meet each of the stated needs.

Area of Study 1: Development of Design Concepts	Assessment Task: VCAA SAT One – students focus on the design process stages of the development of concepts and refinement.	VCAA Weighting: Unit 4 school-assessed task: 33 % 03,U3+U4=40% (folio tasks)
Area of Study 2: Final Presentations	Assessment Task: VCAA SAT One – the final stages of the design process are completed with the resolution of presentations.	
Area of Study 3: Evaluation and Explanation	Assessment Tasks: VCAA SAT One – a pitch is devised to present and explain their visual communication.	
VCAA Examination		35%

7.10 Design and Technology at Marymede

Some Design and Technology subjects have a School Assessed Task as a significant component of their assessment. SATs, otherwise known as folios, are ongoing tasks that require a significant commitment to do effectively. Because of the time commitment that is required in completing a SAT, Marymede Catholic College is placing a restriction on the number of SAT-based subjects that may be undertaken each year. A student may select no more than two SAT-based subjects at a time.

The subjects outlined in this section are:

Product Design and Technology: Textiles

Product Design and Technology: Wood

Food Technology

Information Technology: Applications

Media

PRODUCT DESIGN & TECHNOLOGY:

Textiles

Course description:

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology.

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1&2: Relevant Year 10 studies (Textiles) For Unit 3/4: Unit 1 & 2 of this subject	Possible pathways in future: Architecture / Advertising / Draftsperson / Multimedia Creator / Teacher / Artist / Printmaker / Costume Design / Theatre Set Design / Interior Design / Industrial Design/Graphic Design / Product Design / Model Maker Fashion Design / Illustrator / Filmmaker / Storyboard Writer Engineering / Textile Design / Fashion Magazine editor Retail manager or buyer / Forecaster / Colourist
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Unit One: Product re-design and sustainability

Unit Focus:

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Area of Study 1: Product re-design for improvement	Assessment Task: Preparation of a design brief and maintenance of a visual arts journal documenting; A broad range of approaches to fashion/textiles design A broad range of fashion/textiles techniques A broad range of fashion/textiles tools and equipment Documentation of the redesign of an existing fashion/textiles item.
Area of Study 2: Producing and evaluating a redesigned product	Assessment Task: Construction of the re-designed fashion/textiles item. Evaluation of the final product and the process followed.

Unit Two: Collaborative Design

Unit Focus:

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Area of Study 1: Designing within team	Assessment Task: Preparation of a group design brief for a product range including Defining a problem, need or opportunity that requires a product Designing a product range based on a theme, or component of a group product. Personal contribution to the design and production processes.
Area of Study 2: Producing and evaluating a collaboratively designed product	Assessment Task: Production of a product including substantial documentation of: the process used materials used suitability of the product for use group and individual evaluations

Unit Three: Applying the product design process

Unit Focus:

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Area of Study 1: The designer, client and end-user in product development	Assessment Task: SAC- Annotated design brief	VCAA Weighting: 12 %
Area of Study 2: Product development in industry	Assessment Task: SAC- Product, design, development and manufacturing.	
Area of Study 3: Designing for other	Assessment Tasks: Folio- SAT	Assessed in Unit 4

Unit Four: Product Development Evaluation

Unit Focus:

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

Area of Study 1: Product analysis and comparison	Assessment Task: SAC- Comparing, analysing and evaluating similar commercial products.	VCAA Weighting: School-assessed coursework: 8%
Area of Study 2: Product manufacture	Assessment Task: Folio- SAT	School-assessed task: 50 %
Area of Study 3: Product evaluation and promotion	Assessment Task: Folio- SAT	
VCAA Examination		30 %

FOOD TECHNOLOGY

Course description:

This study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. Innovative food products are continually being introduced into the marketplace in response to changing social and consumer demands. VCE Food and Technology provides students with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students also consider the importance of environmental issues in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed. Study students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. They develop and apply knowledge and skills to prepare food safely and hygienically. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they also develop independent and cooperative learning skills.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1&2: Relevant Year 10 studies For Unit 3/4: Unit 1 & 2 of this subject	Possible pathways in future: Chef / Food Industry / Food Sciences / Food Technology / Consumer Science / Child Care / Education / Community Services and Aged Care / Hospitality / Food Manufacturing / Nutrition and Health Studies
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Unit One

Unit Focus:

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise quality.

Area of Study 1: Keeping food safe	Assessment Task: Assessment tasks for this unit are selected from the following: <ul style="list-style-type: none"> • production work and records of production • designing and developing a solution in response to a design brief, including production work • tests (short and/or extended answer) and practical tests • short written reports (for example, media analysis, report or comparative analysis on a food testing activity, industry visits, or product evaluation) • oral reports supported by visual presentations (for example, multimedia)
Area of Study 2: Food properties and preparation	Assessment Task: As for Area of Study 1

Unit Two

Unit Focus:

Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Area of Study 1: Tools, equipment, preparation and processing	Assessment Task: As for Unit 1, Area of Study 1
Area of Study 2: Planning and preparing meals	Assessment Task: As for Unit 1, Area of Study 1

Unit Three

Unit Focus:

Students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information during preparation. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques. Students devise a design brief from which they develop a detailed design plan. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Area of Study 1: Maintaining food safety in Australia	Assessment Task: Any one or a combination of: <ul style="list-style-type: none"> • a report (oral, short written) • a test (short and/or extended answer) • an annotated visual display • a multimedia presentation • a media analysis • a case study 	VCAA Weighting: 18%
Area of Study 2: Food preparation and processing	Assessment Tasks: Any one or a combination of: <ul style="list-style-type: none"> • production activities • a multimedia presentation • a test • a production portfolio • a report (oral, short written) • an essay • an annotated visual display • online publication/communication 	6%
Area of Study 3: Developing a design plan	Assessment Task: A design folio that includes ALL of the following: <ul style="list-style-type: none"> • A design brief and evaluation criteria • A design plan including research and ideas • Outline of food items, properties of main ingredients, processes, tools and equipment, safety and hygiene requirements to produce food items • Timeline for production of food items. Individual production plans • Photographic and written records of production, progress and modifications • Evaluation of the sensory properties of the food items, the product using evaluation criteria, efficiency and effectiveness of production activities. 	Unit 3/4 SAT – 40%

Unit Four

Unit Focus:

Students develop individual production plans and implement the design plan they established in Unit 3. Students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that contributed to product development. They investigate issues underpinning the emerging trends in product development. Students also investigate food packaging, packaging systems and marketing.

Area of Study 1: Implementing a design plan	Assessment Task: A design folio as described in Unit 3	
Area of Study 2: Food product development	Assessment Task: Any one or a combination of: <ul style="list-style-type: none"> • a test (short and/or extended response) • a written report • structured questions • an oral presentation. • analysis of a case study • a multimedia presentation 	VCAA Weighting: 12 %
VCAA Examination		30 %

INFORMATION TECHNOLOGY: Applications

Course description:

This study is designed to enable students to apply skills, techniques and strategies to creatively and methodically solve information and information system problems. The course will focus on the understanding of hardware and software components and structure of information systems in order to be capable users and adapters of technology. IT emphasises critical evaluation of how individuals and society are affected by, and can influence, the use of ICT, in order to confidently initiate or respond effectively to technological change. ITA encourages understanding of how ICT affects the skills, practices and personnel in the workplace, in order to be effective ICT users in the world of work and to understand the technologies, procedures and legislation that are designed to protect the security and integrity of data, in order to foster the ethical, legal and responsible use of information and technology.

Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1&2: ICT, Web Development, Multimedia	Possible pathways in future: Programmer / Database developer / Information Systems Manager - Business / Network Administrator / Administrator / Management / Website Developer / ICT Support
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Unit One

Unit Focus:

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. In each outcome of this unit students use software to create solutions and information products.

Area of Study 1: IT Techniques	Assessment Task: Creating an on-screen product from a printed document. Student developed a website with the content from printed brochures.
Area of Study 2: Data management	Assessment Task: Creating a relational database solution for a client along with all relevant documentation.
Area of Study 3: Issues	Assessment Task: Collaboratively developing a BLOG site where resources are linked and a point of view is discussed and outlined.

Unit Two

Unit Focus:

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, for example, Javascript, Actionscript, Visual Basic, Java, php. The other software tool should be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, be supported by image editing software, such as Macromedia Flash and Adobe PhotoShop. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Area of Study 1: Programming and Pathways	Assessment Task: Creating a software product solutions for a programming folio. Creating a software development journal.
Area of Study 2: Networks	Assessment Task: Investigate and report on the school networking system. Identifying network components and how they function in the transfer of data securely
Area of Study 3: Tools, techniques and procedures	Assessment Task: Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

Unit Three

Unit Focus:

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

Area of Study 1: Problem-solving	Assessment Task: 1. A solution and information product in response to a design brief. Students annotate the solution and information product to indicate how the identified decision-making needs are met. 2. A project management report that includes the management plan and a record of progress, created using software tools. 3. A prototype website	VCAA Weighting: 10% 2.5% 7.5%
Area of Study 2: Organisations: Networks and collaborative problem-solving	Assessment Task: Evaluation of the prototype and the recommended network requirements for the organisation and one team member: • a test • a written report	5%

PRODUCT DESIGN AND TECHNOLOGY: Wood

products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.			
Prerequisites for Unit 3/4: Satisfactory completion of Unit 1 & 2	Recommended studies: For Unit 1 & 2: Relevant Year 10 studies (Wood)	Possible pathways in future: Architecture / Advertising / Carpenter / Theatre Set Designer / Interior designer / Cabinet Maker / Furniture designer / Landscape Architect / Draftsperson / Sculptor / Teacher / Artist / Industrial designer / Model Maker / Product Design	VCAA Weighting: 8.75% 3.75% 2.5%
Area of Study 1: Organisations and information needs	For Unit 3/4: Unit 1 & 2 of Product Design and Technology (Wood)	Assessment Task: 1. A solution and information product in response to a design brief. Students annotate the solution and information product to indicate how the information needs of an organisation are met. 2. On-screen user documentation. 3. A visual representation that retraces the decisions made and actions taken when problem solving, and evaluates the effectiveness of these	

Unit One: Product re-design and sustainability

Unit Focus: This unit focuses on the tools, processes, techniques and knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes as used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.	Assessment Task: Preparation of a design brief and folio documenting the process of re-designing an existing product.	50%
Area of Study 1: Product re-design for improvement	Assessment Task: Preparation of a design brief and folio documenting the process of re-designing an existing product.	
Area of Study 2: Producing and evaluating a redesigned product	Assessment Task: Construction of the re-designed product and evaluation	

Unit Two: Collaborative Design

Unit Focus: In this unit each students works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in the design brief.	
Area of Study 1: Product re-design for improvement	Assessment Task: Preparation of a design brief and folio documenting the process of re-designing an existing product.
Area of Study 2: Producing and evaluating a redesigned product	Assessment Task: Construction of the re-designed product and evaluation

Unit Three: Applying the product design process

Unit Focus:

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Area of Study 1: The designer, client and end-user in product development	Assessment Task: SAC- Annotated design brief	VCAA Weighting: 12 %
Area of Study 2: Product development in industry	Assessment Task: SAC- Product, design, development and manufacturing.	
Area of Study 3: Designing for other	Assessment Tasks: Folio- SAT	Assessed in Unit 4

Unit Four: Product Development Evaluation

Unit Focus:

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

Area of Study 1: Product analysis and comparison	Assessment Task: SAC- Comparing, analysing and evaluating similar commercial products.	VCAA Weighting: School-assessed coursework: 8%
Area of Study 2: Product manufacture	Assessment Task: Folio- SAT	School-assessed task: 50 %
Area of Study 3: Product evaluation and promotion	Assessment Task: Folio- SAT	
VCAA Examination		30 %

Media

Course description:

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

Prerequisites for Unit 3/4:

Students must undertake Unit 3 prior to undertaking Unit 4.

Recommended studies:

For Unit 1&2:

Possible pathways in future:

This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings, and for students who wish to pursue a career in the film and television, journalism, and design industries.

Unit One

Unit Focus:

In this unit students investigate how the media presents news and products in an attempt to influence the public and how the media can choose footage to get a message across to an audience or consumer. Students also research areas of new media technologies such as social networking and special effects in film and assess their impact on society.

Area of Study 1: Representation

This area of study focuses on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

Assessment Task:

Written Analytical Response

Area of Study 2: Technologies of representation

In this area of study students produce representations in two or more media forms.

Assessment Task:

Photograph or Video Sequence and Print Layouts

Area of Study 3: New media

In this area of study students explore the emergence of new media technologies.

Assessment Task:

Written Test

Unit Two

Unit Focus:

In this unit students will learn about the operation of a media organisation such as a television studio. Students also study and assume the role of media producers as they examine the use of media equipment, research roles in film and TV and investigate issues in the Australian media industry.

Area of Study 1: Media production

This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.

Assessment Task:

News Production (Class Project) and Production Journal

Area of Study 2: Media industry production

In this area of study students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

Assessment Task:

Case Study and Written Report

Area of Study 3: Australian media organisations

In this area of study students analyse Australian media organisations within a social, industrial and global framework.

Assessment Task:

Research Project and Multimedia Presentation

Unit Three

Unit Focus:

In Unit 3, students analyse and write about how films are constructed. They recognise the importance of production and story elements such as lighting and character and how audiences become immersed in the world of film. Students also develop practical skills by using cameras and associated software. In addition, students design an extensive media planning document as a guide to their practical work in Unit 4.

Area of Study 1: Narrative

In this area of study students analyse the narrative organisation of two fictional film texts.

Area of Study 2: Media production skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.

Area of Study 3: Media production design

In this area of study students focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form.

Assessment Task:

Extended Response Questions
SAC 1 (6%)

Assessment Task:

Production Exercises
Component 1 of SAT (37%)

Assessment Task:

Production Design Plan
Component 2 of SAT (37%)

Unit Four

Unit Focus:

In Unit 4, students use their Unit 3 planning document to produce their practical work in the form of a short film or print product. Students also examine the ways media texts such as films and television shows are shaped by the values society holds. The role and influence of the media is also analysed in this unit.

Area of Study 1: Media process

In this area of study students complete a media product based on a media production design plan completed in Unit 3.

Assessment Task:

Media Product
Component 3 of SAT (37%)

Area of Study 2: Media texts and society's values

In this area of study students focus on the relationship between society's values and media texts.

Assessment Task:

Annotated Visual Report
SAC 2 (6%)

Area of Study 3: Media influence

This area of study focuses on the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media's influence.

Assessment Task:

Extended Response Questions
SAC 3 (6%)

VCAA Examination

45%

Unit Two: Collaborative Design

Unit Focus:

In this unit each students works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in the design brief.

Area of Study 1:

Product re-design for improvement

Assessment Task:

Preparation of a design brief and folio documenting the process of re-designing an existing product.

Area of Study 2:

Producing and evaluating a redesigned product

Assessment Task:

Construction of the re-designed product and evaluation

Unit Three: Applying the product design process

Unit Focus:

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Area of Study 1:

The designer, client and end-user in product development

Assessment Task:

SAC- Annotated design brief

VCAA Weighting:

12 %

Area of Study 2:

Product development in industry

Assessment Task:

SAC- Product, design, development and manufacturing.

Area of Study 3:

Designing for other

Assessment Tasks:

Folio- SAT

Assessed in Unit 4

Unit Four: Product Development Evaluation

Unit Focus:

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

Area of Study 1:

Product analysis and comparison

Assessment Task:

SAC- Comparing, analysing and evaluating similar commercial products.

VCAA Weighting:

School-assessed coursework: 8%

Area of Study 2:

Product manufacture

Assessment Task:

Folio- SAT

Area of Study 3:

Product evaluation and promotion

Assessment Task:

Folio- SAT

School-assessed task: 50 %

VCAA Examination

30 %

8.0 Vocational Education and Training (VET) at Marymede Catholic College

8.1 Introduction

Vocational Education & Training (VET) programs qualify as Units towards successful completion of the VCE and VCAL as well as providing a qualification in nationally accredited training certificates. VET subjects can provide pathways both to tertiary education as a part of the VCE load as well as pathways into TAFE programs as credit is given for any of the training modules which have been completed.

The VET courses aim to train students to meet the standards and skills required in industry. They replicate the work environment as far as possible, giving students access to the most modern equipment. All teachers are highly qualified with relevant industry assessment qualifications.

Students wishing to undertake the VCE VET stream need to be aware of the following:

- Students undertaking the VET stream will need to pay the costs of any uniform, texts and materials (less College subsidy). The amount of the College Subsidy will be determined when the number of students involved in VET studies and the level of fees for each of the courses is known.

8.2 ATAR Contribution

VCE VET programs are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status to other VCE studies assuming that all relevant assessment by coursework and examination is completed.

8.3 VCE VET Subjects available

Certificate 3 in Sport and Recreation
Interactive Digital Media

VET: Certificate III in Sport and Recreation

Course description:

The aim of the program is to provide specific skills and knowledge to work in the areas of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions. This program is offered over two years, and all units must be studied so as to obtain the certificate. This course can contribute toward an ATAR score as a 5th or 6th subject as part of a VCE student program.

Recommended studies:

None required

Possible pathways in future:

- Sport coaching
- Gym instructor
- Personal trainer
- Life Guards
- Physical education and outdoor recreation teacher

Unit One and Two

Students need to complete a series of compulsory units, these include:

- Organise personal work priorities and development
- Develop and extend critical and creative thinking skills
- Provide first aid
- Use social media tools for collaboration and management
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Elective

Unit Three and Four

Students need to complete a series of compulsory units, these include:

- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Conduct basic warm-up and cool-down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Elective

Assessment:

Students must complete a range of competency based assessment for each of the four units and an examination at the end of Unit 4.

VCE VET Interactive Digital Media

(Incorporating CUF30107 Certificate III in Media)

Course description:

In 2015, this course is designed for students who are commencing their VCE VET Interactive Digital Media studies. If successfully completed, over two years, students will be eligible to receive a Certificate III in Media at the conclusion of their studies. Units 1 and 2 include participating in work health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 offer scored assessment and incorporate units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Prerequisites:

Students cannot enter Unit 2 without first having completed Unit 1 as OHS and the development of practical skills are core elements of the course in that unit. The Units 3 and 4 sequence is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

Possible pathways in future:

camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, production assistant, web designer, games designer, animator or special effects producer.

Unit One

Unit Focus:

In this unit students will be introduced to a range of industry skills and practices related to working in the multimedia industry in a creative and productive manner. Students will learn about OHS, how to set up and work in a safe multimedia production environment, and they will also undertake creative thinking to generate designs and methods of communication.

Unit of Competency 1: BSBCRT301A Develop and extend critical and creative thinking skills

Creative thinking involves looking at things differently, musing, testing, experimenting and challenging existing thought patterns.

Unit of Competency 2: CUFIND301A Work effectively in the screen and media industries

Production teams vary in size from a few people to hundreds, depending on the scale of productions. All team members need a basic understanding of stages in the production process, as well as the roles and responsibilities of personnel involved in the production chain.

Unit of Competency 3: CUSOHS301A Follow OHS procedures

Compliance with OHS policies and procedures is essential in all work contexts, along with an understanding of the consequences of non-compliance.

Unit Two

Unit Focus:

In this unit students will develop an understanding of some of the most important and developing skills required by the multimedia industry. Students will also create digital media products whilst acting in specialist roles.

Unit of Competency 4: CUFDIG303A Produce and prepare photo images

Photography ranges from digital still composition to panoramas for the production of virtual worlds. Photo images can include landscapes, objects and portraits.

Elective units will be selected by the subject teacher at a later date.

Assessment:

Students must undertake a number of practical tasks during each semester. The goal is to show their growing competence in knowledge and skills for each unit. There are different outcomes for each unit. Many tasks are used for assessing competence. These include planning and design briefs, on-line learning, practical production, self-paced practical tutorials, Internet research and written reports. All work undertaken during lessons is directed towards outcome completion.

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Unit Three

Unit Focus:

In Unit 3, students will design and create a promotional video and develop a website.

Unit of Competency 1: CUFDIG301A Prepare video assets	Task 1: Students develop a folio presentation and digital video promoting an aspect of the Arts and Culture in Melbourne.
Unit of Competency 2: CUFDIG304A Create visual design components	
Unit of Competency 3: CUFWRT301A Write content for a range of media	Task 2: Students develop a folio presentation and working website promoting an original television series.

Unit Four

Unit Focus:

In Unit 4, students will design and create a 2D animated television commercial.

Unit of Competency 4: CUFDIG302A Author interactive sequences	Task 2 (continued)
Unit of Competency 5: BSBDES302A Explore and apply the creative design process to 2D forms	Task 3: Students develop an animated television commercial for a marketable commodity.
Unit of Competency 6: CUFANM301A Create 2D digital animations	
Assessment: This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. Scored assessment is based on the Units 3 and 4 sequence of CUF30107 Certificate III in Media.	

VCAA Examination**34%**

Vocational Education and Training courses offered through the Northern Melbourne VET Cluster.

- Certificate 111 in Aged Care
- Certificate 111 in Allied Health Assistance
- Certificate 11 in Applied Fashion and Design Technology
- Certificate 11 in Automotive Studies (Pre-Vocational)
- Certificate 11 in Building & Construction (Bricklaying)
- Certificate 11 in Building & Construction (Carpentry)
- Certificate 11 in Building & Construction (Wall & Floor Tiling)
- Certificate 11 in Business
- Certificate 111 in Children's Services
- Certificate 11 in Community Services Work
- Certificate 11 in Creative Industries (Media)
- Certificate 11 in Dance
- Certificate 111 in Dental Assisting
- Certificate 11 in Electrotechnology (Career Start)
- Certificate 11 in Engineering Studies
- Certificate 11 in Equine Industry
- Certificate 111 in Fitness
- Certificate 11 in Furniture Making
- Certificate 11 and 111 in Hairdressing
- Certificate 111 in Horticulture
- Certificate 11 and 111 in Hospitality
- Certificate 11 in Information Technology
- Certificate 11 in Integrated Technology
- Certificate 11 in Joinery, Shop Fitting, Stair Building
- Certificate 11 in Live Production, Theatre and Events
- Certificate 1V in Screen and Media
- Certificate 111 in Media
- Certificate 11 and 111 in Music
- Certificate 111 in Technical Production
- Certificate 111 in Musical Instrument Making and Repair
- Certificate 1V in Photo Imaging
- Certificate 11 in Plumbing (Pre-Apprenticeship)
- Certificate 111 in Retail
- Certificate 11 in Retail Make Up and Skin Care
- Certificate 11 and 111 in Sport and Recreation
- Certificate 11 in Telecommunications Cabling
- Certificate 11 in Visual Arts

These certificates are offered through a cluster arrangement so students undertaking any of the courses will study off campus at a number of nearby schools. All VET programs offered through the NMVC attract fees and program costs will vary according to the materials required by students to complete the program including uniforms, trade materials, transport, books and equipment. Most programs are conducted over a two year period but some specific programs are offered as a one year course. It is important to note that the programs can contribute to VCAL and VCE studies and further information about the contribution levels are listed in the NMVC handbook. Programs may vary from year to year and all programs are dependent on student interest. The programs involve Structured Workplace Learning and all students are expected to complete a minimum of 10 day work placement in a related industry. Structured Workplace Learning can be conducted over holiday periods to meet the requirement. For further information about the courses consult the VET Coordinator.

9.1 Introduction

The Victorian Certificate of Applied Learning (VCAL) course is an alternative to the VCE which provides an accredited pathway for the completion of secondary schooling. Students who complete this qualification may be keen to pursue careers commencing at the completion of Year 11 or 12. The VCAL provides practical work-related experience and a qualification recognised by TAFE institutes and employers. Together these create the transition from school into work, an apprenticeship or traineeship and/or further training at TAFE. It is also possible to access some University courses following further completion of studies.

The VCAL is made up of accredited courses/certificates. This qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests and new pathways for senior secondary students, in the context of applied learning, is an underpinning principle of the VCAL.

The VCAL qualification acknowledges these principles by:

- the development of knowledge and employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

VCAL offers students who prefer to learn in a more practical and applied manner to gain qualifications which are recognised across the country and which can provide access to employment, apprenticeships and further training such as TAFE courses. University entrance may be available following further studies in TAFE courses.

The total time commitment is similar to that for the VCE. However, VCAL students normally undertake:

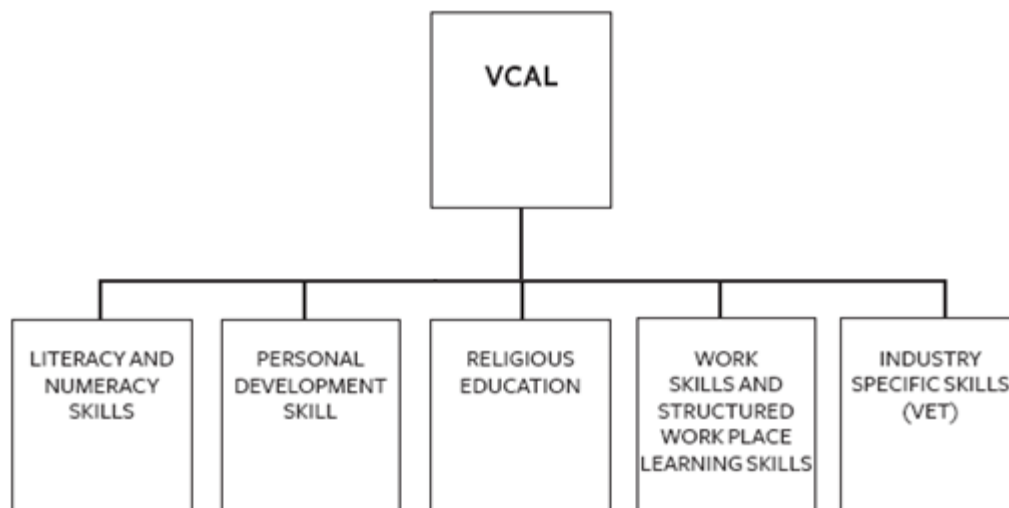
- Three days of school-based learning.
- One day of TAFE training.
- One day of structured work placement.

9.2 VCAL Units

VET (Vocational Education and Training) is an integral component of the VCAL. At Marymede Catholic College all VCAL students will complete VET programs at an offsite location. Availability of these programs is dependent upon the availability of places at the external training organisation.

Each VCAL student pursues a specific VET program in their field of interest. This provides a vocational education and training credential that is recognised nationally.

The diagram (below) maps out the program of study available to VCAL students. The last option (ie bottom right) indicates the area of choice for the student.



9.3 Principles Underlying VCAL

The principles of Applied Learning are used foremost in VCAL. Applied learning is an approach, which emphasizes the relevance of what is being learnt to the 'real world', outside 'the classroom', and makes that connection as immediate and transparent as possible. This focus on a 'real life' application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the work force.

Secondly, and a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out of school context for students to demonstrate the relevance of what they have learnt.

Thirdly, and of equal importance, applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences.

Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles, and ways of learning.

Finally, applied learning also acknowledges that part of the transition from school to work is being treated as an adult, and that moving students out of the classroom to learn also means helping them to make a shift to become more independent and responsible for their own learning.

9.4 Additional Information Relating To VCAL

As part of their VCAL course at Marymede, all students continue to participate in the College's Religious Education Program.

Some **additional costs** are involved in the VCAL course. These vary from student to student, depending on which course is undertaken. These costs include things such as:

- TAFE Course materials fee.
- Uniform/clothing.
- Specialist equipment. e.g. knives for Hospitality.

For further information on the nature of this certificate, access the VCAA website: www.vcaa.vic.edu.au and follow the links to VCAL.

10. Glossary of terms

Assessment task - A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Australian Tertiary Admission Rank (ATAR) - The overall ranking on a scale of zero to 99.95 that a student received based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as the ENTER.

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. The satisfactory completion of an Outcome will be measured by achievement in assessment tasks.

SAC – Form of assessment task referred to as School Assessed Coursework. SACs are internally marked by Marymede teachers to demonstrate completion of Outcomes as set by the VCAA Study Designs. SACs are generally completed in class-time under certain constraints but may contain elements of home-based research and/or preparation.

SAT – Form of assessment task referred to as a School Assessed Task. SATs are internally marked by Marymede teachers but are likely to receive some form of external moderation. SATs refer to an extended folio of work completed over a longer period of time involving the development and implementation of a concept. SATs only appear in certain subjects, generally in the Visual Design area.

Study (VCE) – Another term used for a subject. Study is the term generally used in the VCAA literature.

Study design (VCE) - 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 student's overall achievement for each study is calculated into a ranking score on a scale of 0 to 50. Study Scores are then used to calculate an ATAR. In order to qualify for a Study Score a student must complete the Unit 3/4 sequence in a single calendar year. The Study Score is calculated from two forms of assessment: (1) from internally marked assessment (SACs and SATs) which are reported to VCAA as grades from A+ - UG. VCAA then moderates the grades to ensure fairness; (2) from the VCAA set end of year examination. Each Study has its own assessment components which are weighted differently.

Units (VCE) - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Vocational Education and Training (VET) – Accredited programs that may be a part of either the VCE or VCAL providing specialised practical training.

Victorian Certificate of Applied Learning (VCAL) – An accredited senior secondary school qualification.

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

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 ATAR.

11. Acknowledgements and caveats

The material contained in this Handbook describes Marymede Catholic College's Senior Pathways as mandated by the VCAA and information provided by VCAA through the VCE Administrative Handbook 2013. Whilst every effort has been made to ensure the accuracy of the information presented, students and their parents should be aware that the VCAA issues periodic information through a variety of sources and errors inevitably occur.

If there are significant changes to information presented here, students will be made aware of these through written communication and the Marymede Newsletter.