2025
SUBJECT SELECTION HANDBOOK
Years 8 - 12

MARYMEDE
CATHOLIC COLLEGE
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HOME

Welcome to the exciting time of subject selection. This handbook is an invaluable resource that contains a description of each elective subject offered from Years 8 – 12, as well as careers information to consider when selecting a pathway.

From the preferences received from students via Web Preferences Portal, next year's timetable and subject blocks will be determined. Students are asked to consider your selections carefully, as changes cannot be made after web preferences are entered. Chose subjects you enjoy and chose subjects you are good at. Every effort is made to give you your top preference, however as student selections are the sole basis on whether a subject will or won't run for the following year, not all offerings may result in a class going ahead next year.

Occasionally, a student may not receive all their choices however, every effort is made to minimise any clashes. Therefore, each student's choice and the order of preferences is critical.

How to use the handbook

You can read the Subject Selection Handbook page by page by clicking on the navigation arrows or you can jump ahead to the different sections by using the side menu and hyperlink icons on the year level page to get to direct subject information pages

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

SUBJECT SELECTION TIMELINE

Year	Date	Activity
Year 8 2025	15 August 4pm	Web preferences portal opens
	23 August 9pm	Web preferences portal closes
Years 9 - 11 2025	6 August 6:30-8:30pm	Subject selection information evening
	7 August 9am	Web preferences portal opens
	23 August 9pm	Web preferences portal closes

Process:

- Personalised login details and instructions will be emailed to your College email address from Web Preferences email – *noreply@selectmysubjects.com.au* Carefully read all instructions before finalising your selections.
- Once your selections are entered and submitted, your parent/guardian will receive an email to electronically sign your receipt and acknowledge they are aware of your selections.
- Any late returns or subsequent change of preferences can only be accommodated if the timetable allows.

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 8 AT MARYMEDE

Year 8 studies at Marymede Catholic College encourages students to explore learning areas of interest and have voice and choice in their studies.

To comply with the requirements of the Victorian Curriculum, at Year 8 students are required to study several core subjects. These core subjects allow students to continue to develop important literacy and numeracy skills whilst allowing pathways into the Senior years.

Core Subjects

Religious Education	English	Humanities
Mathematics	Science	Digital Technologies
Language	Health & PE	Visual Arts

Sem 1	Religious Education	English	Mathematics	Science	Humanities	Health & Physical Education	Visual Arts	Language	PA Elective	Tech Elective
Sem 2							Digital Technologies		PA Elective	Tech Elective

Languages *Select 1	**Design & Technologies *Select 2**	**Performing Arts *Select 2**
Italian Japanese	Design Technologies: Non-Resistant (Textiles) Design Technologies: Resistant (Wood) Food Studies	Dance Drama Music

Students:
- chose **FOUR** Arts / Tech elective subjects:
- study two of these each semester.
- select one language to complete for the year

Students may be invited to be a part of the Literacy support class in place of a Language. Parents will be contacted if their child is identified as being suitable for this program.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
—In the way of Mary—

YEAR 8 TECHNOLOGIES

FOOD STUDIES

In this Technologies subject students will participate in a range of practical and theoretical tasks and activities that focus on the nutritional needs of adolescents. They will explore the sensory properties of food and work in a safe and hygienic manner in the domestic kitchen. In this unit students have the opportunity to use the design process to plan, design, produce and evaluate their own healthier fast food meal.

Types of Assessment

- Test, Research Task
- Design Folios with theory and practical tasks

For more information contact:

- Mrs. Savaglia, Mrs. Drake, Mrs. Marazita
- Miss Montemurro, Ms. Torcasio

NON-RESISTANT (Textiles)

Students undertaking this subject use the design process to investigate and discover, define, design and develop, deliver and evaluate their solution to a design problem. Student use wearable technology such as LED lights and sound boards, combined with joining and embellishment techniques, to create a light up bracelet and/or plush creature. Explore and speculate about the exciting possibilities of Tech-styles!

Types of Assessment

- Design Folios and Products
- Research Investigation

For more information contact:

- Ms. Torcasio, Ms. Hutchinson, Miss Montemurro, Mrs. Drake, Mr. Bilston

RESISTANT (Wood)

Students follow the familiar steps of the design process to research, plan, produce and evaluate a design solution. Students learn basics about physics and aerodynamics, and apply this knowledge to the construction of a vehicle using timber and 3D printed components. The skills and processes vary based on design. The vehicle is then launched off a ramp, competing to see which design travels the furthest.

Types of Assessment

- Design Folios and Products
- Research Investigation

For more information contact:

- Mr. Bilston, Mr. Wolstencroft, Mr. Carron
- Mr. Grech, Ms. Torcasio

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

YEAR 8 MUSIC

In Year 8 Music, students will continue building their skills learnt in Year 7 Music. With the opportunity to continue learning a ray of instruments such as the guitar, keyboard and drums. A new aspect of Year 8 Music we are introducing in 2025 is DJ / Music Technology, where students will learn to create some beats and try out some electronic equipment. In year 8 students are also encouraged to enroll into our instrumental music program or join one of our school bands.

Types of Assessment

- Music Performances
- Electronic Music Demonstrations
- Research Task

For more information contact:

- Ms Egglezos - Director of Music
- Ms Lonie

YEAR 8 DRAMA

Year 8 Drama will build on the skills learned in Year 7 Drama. It will expand on the knowledge of performances styles and group work as it explores different forms of acting from puppetry to physical theatre where you will learn how to develop your physicality including safe stage combat. You will continue to develop your knowledge of production areas to enhance your performances such as lighting and sound. Types of assessment include a range of different group performances.

Types of Assessment

- Group Performances
- Research Task

For more information contact:

- Ms Kiely, Mr Kilgour, Ms MacDonald
- Ms Lonie

YEAR 8 DANCE

Choosing Year 8 Dance will allow you to try a subject you may have never tried before! This will involve learning choreography from difference dance styles, producing self-devised dance performances, looking at different dance crazes as well as studying safe dance practices and strength and conditioning. Types of assessment could include group performances, dance theory and small group devised choreography.

Types of Assessment

- Group Performances
- Test

For more information contact:

- Ms Kiely, Ms Lonie
- Ms Gullaci

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 8 ITALIAN

In Year 8, students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. Students will explore the topics of school life in Italy and Australia, how to describe families and relatives, food and significant cultural annual events. The best part of Italian is being able to not just learn a language, but the culture of another country. We learn about the differences in speaking and how grammar rules are completely different from English. It also allows us to understand people when they're talking and enables us to respond to their questions.

Italian is a worthwhile subject choice, as it gives insight to another country and language. This allows students to participate in programs such as the Italy Study Tour. It also gives students an opportunity to continue learning Italian into university and opens many doors for careers and travel such as living and working in Italy and across many countries where Italian is spoken. This subject is likely to appeal to students who have an interest in Italian culture, food and language, people who would like to broaden their skills by learning a language and students who would like to work or live in Italy in the future.

Key Information

Students must have completed Italian in Year 8 to do it in year 9. Students must commit to a year of further study in Italian on return from a school study tour.

Types of Assessment

- Oral presentations
- Topic Tests
- Assignments
- Multimodal tasks involving reading, listening and writing

For more information contact:

- Miss Liggieri
- Miss Montemurro
- Mrs Grgas-Bego
- Mrs Gaff
- Mrs Giordano

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 8 JAPANESE

Year 8 Japanese covers a wide range of topics, relating to housing, making plans and organising events. We learn how to describe houses, organise parties and how to socialise with friends in Japanese. The best part of Japanese is being able to not just learn a language, but the culture of another country. We learn about the differences in speaking and how grammar rules are completely different from English. It also allows us to understand people when they're talking and enables us to respond to their questions. Japanese is a worthwhile subject choice, as it gives insight to another country and language. This allows students to participate in programs such as the Japan Study Tour. It also gives students an opportunity to continue Japanese into university and opens many doors for careers and travel such as living and working in Japan.

This subject is likely to appeal to students who have an interest in Japanese culture, food and language, people who would like to broaden their skills by learning an Asian language and people who would like to work or live in Japan in the future.

Types of Assessment

- Oral presentations
- Topic Tests
- Assignments
- Multimodal tasks involving reading, listening and writing

Key Information

Students must have completed Japanese in year 8 to do it in year 9. Students must commit to a year of further study in Japanese on return from a school study tour.

For more information contact:

- Ms McLay
- Mr Cosway
- Mrs Reade
- Mrs Dippie

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 AT MARYMEDE

Year 9 studies at Marymede Catholic College encourages students to explore learning areas of interest and embrace individuality, whilst focusing on core academic growth.

To comply with the requirements of the Victorian Curriculum, at Year 9 students are required to study several core subjects. These core subjects allow students to continue to develop important literacy and numeracy skills whilst allowing pathways into the Senior years.

Core subjects

Religious Education	English	Humanities	Health & PE
Mathematics	Science	Language	

Sem 1	Religious Education	English	Mathematics	Science	Humanities	Health & Physical Education	Language	Elective
Sem 2								Elective

Art electives
ONE from this group

Art Making
Dance
Drama
Drawing
Media
Music Performance & Technology
Photography
Printmaking
Visual Communication & Design

Technologies electives
ONE from this group

Design Technologies – Non-Resistant (Textiles)
Design Technologies – Resistant (Wood)
Digital Technologies
Engineering Studies
Food Studies

Students:
- chose **TWO** elective subjects:
- studying one of these each semester.
- At least ONE selection must be from the Arts & ONE from Technologies group.

Students may be invited to be a part of the VISTA program. Further information is available in this section.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
— In the way of Mary —

YEAR 9 ART MAKING

Students develop a range of skills in Year 9 Studio Arts that enable them to express their creative aspirations in a series of artistic projects. Designed to explore new and engaging mediums, methods and techniques, Studio Arts can be a great first step into Fine Art, Visual Communication Design as well as Media and other creative outlets.

Studio Arts is focused on furthering the interest of creative minds and giving students the confidence to develop an eye for creativity and creative problem solving, building a range of studio skills, and exposing them to a broad range of materials in the art studio.

Students may explore themes such as self-portraiture, political art and contemporary art making practices such as street art.

Types of Assessment

- Research Assignment
- Visual Diary
- Portfolio of Artworks

Key Information

This is a great first step into the vast possibilities presented in the Visual Arts.

For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 DANCE

Students will pick up from their dance skills from Year 8. They learn and examine a group dance in more detail, looking at style specific techniques while working towards a live performance opportunity. Students will develop their own choreography skills by creating their own dance ensembles that explore different narratives, with use of production areas such as costume and lighting. Students will also complete workshops in different dances styles with industry professionals allowing them to bring their own dance knowledge and experience to the subject as well.

This subject suits students who have an interest or passion for dance. Students do not need to be doing external dance lessons to select this subject.

Types of Assessment

- Choreography & Dance Making
- Performance
- Dance Analysis

Key Information

This subject requires students to perform in front of audiences

For more information contact:

- Ms Kiely

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 DRAMA

In this subject, students are building on their experiences and skills from year 7 and 8 Drama. Students will develop stimulus response skills and devise performances based on a range of different themes and ideas. Students will also develop their dramatic knowledge of conventions, production areas and dramatic elements through a range of workshops that vary from lighting design to mask, puppetry and costume designs. Students will have the opportunity to apply these skills to live performances of their own design.

Year 9 Drama involves working in groups and performing.

Types of Assessment

- Performance Making
- Presenting a performance
- Written Documentation

Key Information

You must perform in front of an audience to do this subject.

May involve out of class rehearsal

For more information contact:

- Ms Kiely
- Mr Kilgour

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

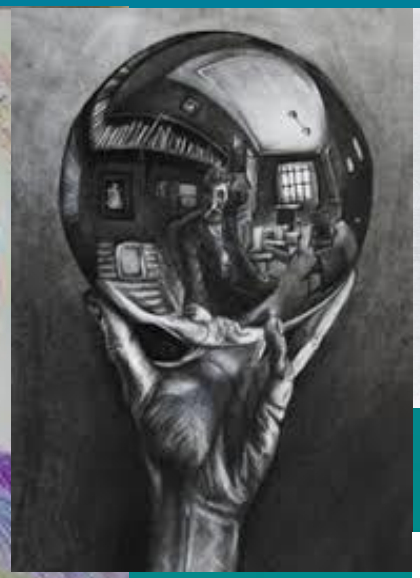
Contacts

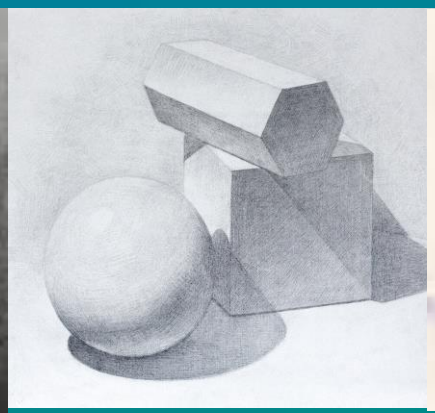
MARYMEDE CATHOLIC COLLEGE
In the way of Mary

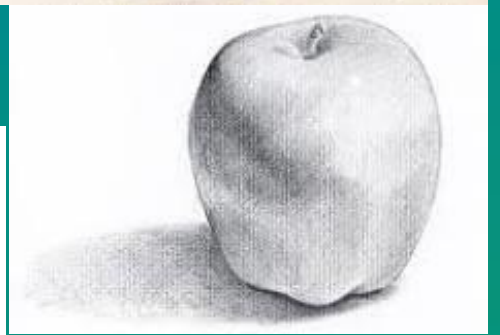
YEAR 9 DRAWING

In Year 9 Drawing, students specialize in the art of Drawing. What is Drawing? Drawing as an art form is defined as the primarily linear rendition of objects in the visible world, as well as of concepts, thoughts, attitudes, emotions, and fantasies given visual form, of symbols and even of abstract form. .Students will explore a range of drawing techniques and process in depth to develop their portfolio and create artworks that are refined to produce a series of final presentation pieces. Students undertaking the Drawing specialist subject will benefit as a pathway into VCE Visual Arts subjects such as Art Making & Exhibiting, Art Creative Practice along with Visual Communication Design

Students learn creative, critical and reflective thinking skills (higher order thinking strategies) with a cross curricular benefit that support their progress through the creative thinking process.







Types of Assessment

- Practical Folio and Presentations
- Investigation Report into Art History

Key Information

This subject requires students to complete an extensive folio.

For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 MEDIA

Through a series of practical workshops, students experiment with manual camera settings then create photographic narratives in a range of genres and present their work as a digital online portfolio.

Year 9 Media students study an adventure film and analyse the filmic conventions used in this genre. Students also understand how themes are shaped and reflected in the film.

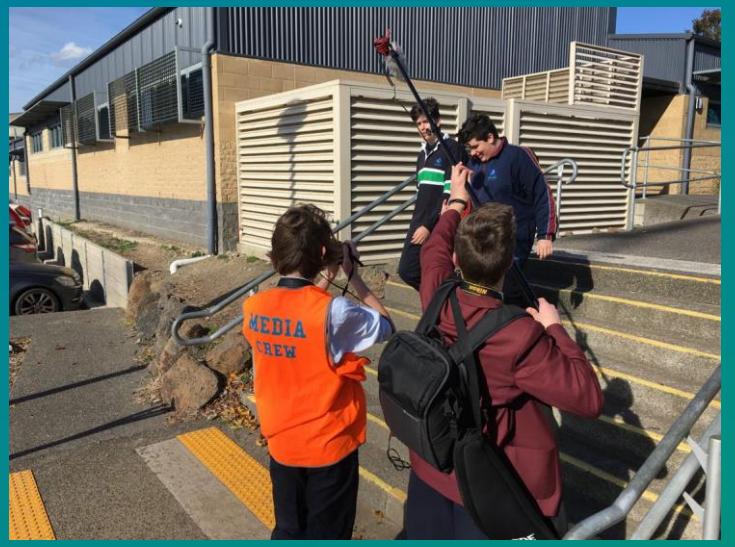
Later in the semester, students may complete a production design plan that documents a concept for a sound design sequence eries of short film clips before editing and mixing the sounds they have recorded.

Types of Assessment

- Photography Portf olio and Exhibition
- Adventure Film Trailer
- Production Design Plan and Sound Design Sequence

For information contact:

- Ms Finlayson
- Mr Grech
- Ms Buttigieg
- Mr Gilchrist



Key Information

This subject requires students to be critical thinkers and passionate storytellers.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 MUSIC PERFORMANCE & TECHNOLOGY

Do you love Music ... Do you love Technology?
Tailored for students who are keen musicians wanting to continue the journey of learning music. We have brought these two elements together to create a subject that is exactly that **Music & Technology.**

Music Performance

Throughout this subject students will prepare a range of performance pieces to showcase in a class - End of Semester Music Concert / Performance. This subject will enable students to refine their skills to build their musical knowledge and understanding and develop their overall performance technique. Students will continue developing and extending their musicianship and music theory to support their development in playing a musical instrument.

Music Technology

Throughout, students will learn to arrange, blend, create and record music as well as learn about how it all works behind the music scenes. Students will have a firsthand experience in learning how to set up and pack down various music and sound equipment for college, music and performance events. Students will also learn how to incorporate elements such as lighting and presentations on stage with their music creations to bring together a performance experience for the college.

Instrumental Music Lessons

To enhance the learning experience on a chosen instrument, students are encouraged to enrol into our Instrumental Music Program. We offer both - Musical instruments or DJing Lessons from year 9. (while this is not compulsory, it is highly encouraged)

AMEB Grades

For any students completing AMEB Music Grades, this subject is for you. The work done throughout this subject is appliable to your AMEB grades. All students are encouraged to take up the challenge in preparing for an AMEB Grade examination during this subject. (while this is not compulsory, it is encouraged).

Types of Assessment

- Performances
- Stage / Event – Set Up
- Music Assessments

Key Information

Required subject for Year 10 and VCE Music Performance.

This subject requires students to perform in front of audiences

For more information contact:
Ms Egglezos – Director of Music

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 PHOTOGRAPHY

Photography caters for the increased interest in photography in senior Studio Arts and Media subjects. Using industry standard equipment and software, students complete basic skills knowledge of DSLR cameras before heading out into the studio or on-site to take great pictures!

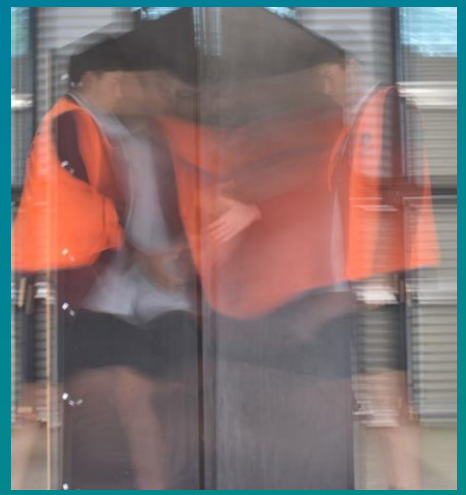
Students learn how to set up lighting and use advanced settings for a variety of different photographic effects as well as improve their skills, so they can take photos like a professional.

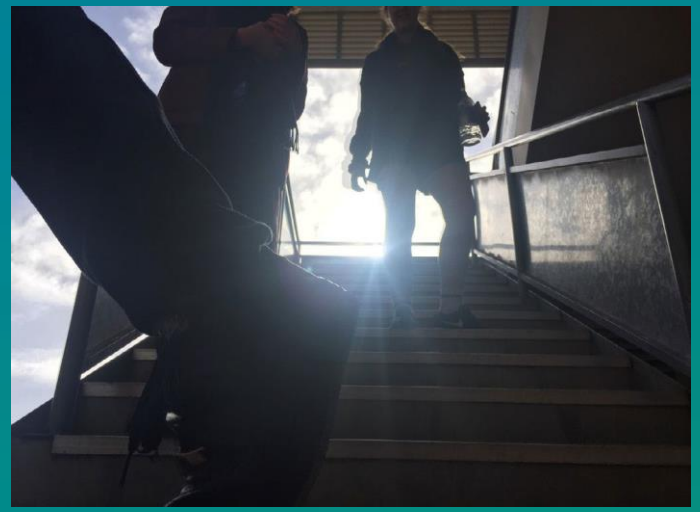
For more information contact:

- Mr Finlayson
- Mr Carron
- Ms D'Avoine

Types of Assessment

- General Camera Use / Techniques Test
- Portfolio of Photographic Works
- Photoshoots





Key Information

This subject is a unique way to learn more about how to create great images and work in a professional studio environment.

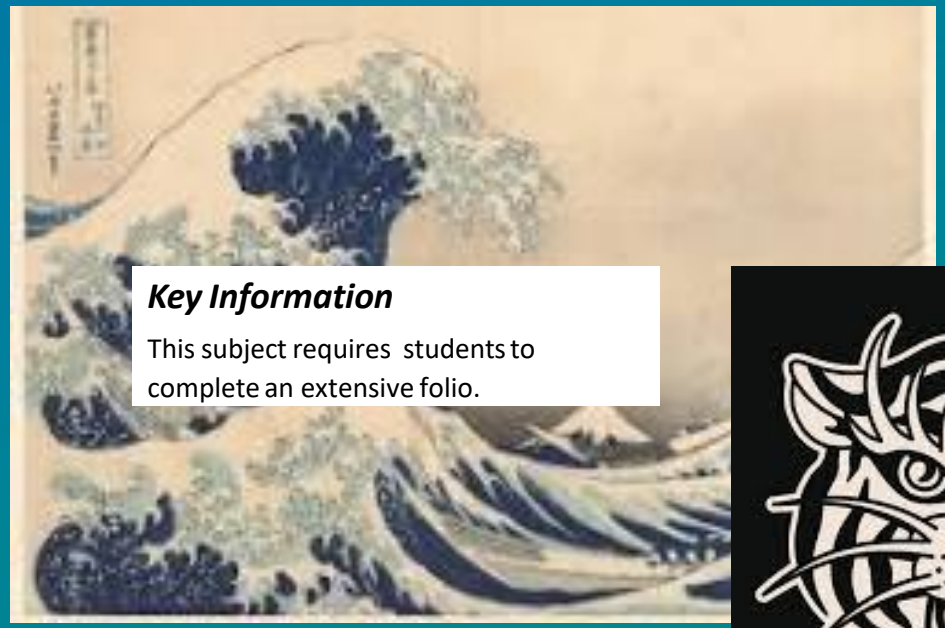
MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 PRINTMAKING

In Year 9 Printmaking, students specialize in the art of Printmaking. What is Printmaking? Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric. Traditional printmaking techniques include woodcut, etching, engraving, and lithography, while modern artists have expanded available techniques to include screenprinting. Students will explore a range of these printmaking techniques and process in depth to develop their portfolio and create artworks that are refined to produce a series of final presentation pieces.

Students learn creative, critical and reflective thinking skills (higher order thinking strategies) with a cross curricular benefit that support their progress through the creative thinking process.



Key Information

This subject requires students to complete an extensive folio.

For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech

Types of Assessment

- Practical Folio and Final Artworks
- Investigation Report on Design History

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

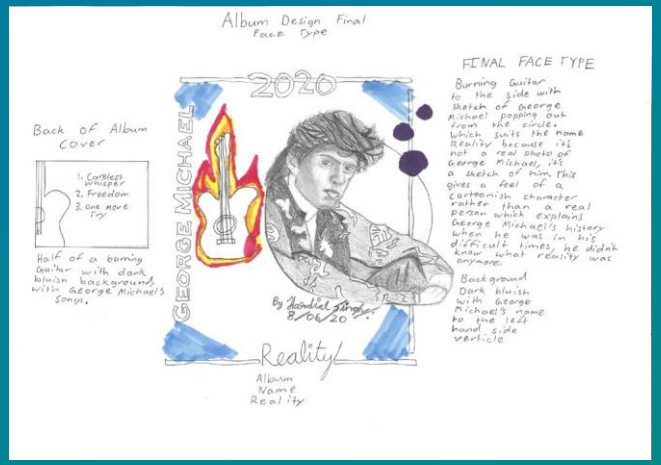
Careers

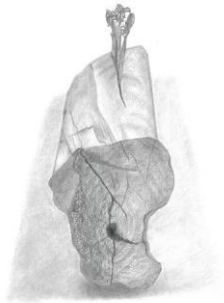
Contacts

YEAR 9 VISUAL COMMUNICATION DESIGN

In Year 9 Visual Communication Design, students develop a range of designs in their portfolio that are refined to produce a series of final presentation pieces. They examine the way we communicate concepts and the purpose of communication, the visual language that is used to convey ideas in communication, the design process – and apply these concepts to the graphic, environmental and industrial design fields. Visual Communication Design relies on drawing on the design elements and principles as primary components to support concept development and the visualisation of ideas.

Students learn creative, critical and reflective thinking skills (design thinking) that support their progress through the design process. The use of a range of media, methods and materials is implemented throughout stages of the folio processes and are used in the final resolution of ideas.





Types of Assessment

- Practical Folio and Presentations
- Investigation Report on Design History

Key Information

This subject requires students to complete an extensive folio.

For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

MARYMEDE CATHOLIC COLLEGE
— In the way of Mary —

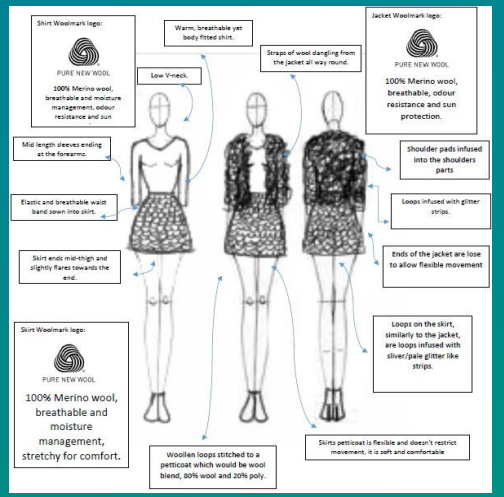
YEAR 9 DESIGN & TECHNOLOGIES – Non-Resistant Materials (Textiles)

Exploring, investigating, empathising and understanding the end user will kickstart students in the design process. They will plan, create, design, prototype and experiment with making products which meet the needs of the end user. Students will select and utilise a variety of materials, technologies and processes safely in generating their solutions to the problems designers face.

Creative, sustainable and innovative individuals are needed, but there are no prerequisite skills as students will learn or be extended in their use of hand and machine sewing, technical design, illustrative drawing, commercial patterns and modification, integrating new and emergent technologies, exploring processes and a variety of equipment, and transforming standard and non-traditional materials into various forms for their use in Materials Technology.

Types of Assessment

- Design Folio/workbook - including drawings, research and evaluation related to the design brief
- Construction of products (form can vary each year)
- Practical & theoretical components



For more information contact
Miss Montemurro, Ms. Torcasio

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

YEAR 9 DESIGN & TECHNOLOGIES - Resistant Materials (Wood)

Students will develop design fabrication skills using range of tools, machines and resistant materials. Students will use the Product Design Process to develop design solutions which will help them to create a product that suits the needs of an end user. Using research techniques, students will produce both a design folio and a related product that solves a problem or need of their chosen end user. Students will learn to utilise a range of tools, machines and resistant materials to construct a product while following a range of Factors that Influence Product Design. This will help them create a high quality product that is made using new skills and processes, and then evaluate the success of the overall design process and solution. The creative thinking and problem solving skills developed throughout the subject offers students opportunities to gain valuable and highly transferable skills.

Types of Assessment

- Production and Fabrication Skills
- Product Design Folio
- Research Task
- Construction of designed product

Key Information

Safety, process & design form the core of this subject.

For more information contact:

Ms. Torcasio
Mr. Carron

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 DIGITAL TECHNOLOGIES

In Year 9 Digital Technologies, discover the world of information systems and how they shape our present and future. Throughout the semester, you will develop an understanding of information systems, working creatively to manage data, information, and digital processes, while effectively using technology to visualise thinking, create solutions, and communicate your ideas. You will research and experience new technologies and learn programming skills using the Python language.

```
import random
number = random.randint(1, 25)

number_of_guesses = 0
while number_of_guesses <5:
    print('Guess a number between 1 and 25:')

    guess = input()
    guess = int(guess)

    number_of_guesses = number_of_guesses + 1

    if guess<number:
        print('your guess is too low')

    if guess>number:
        print('Your guess is too high')

    if guess == number:
        break
```

Key Information

Students should have an interest in programming and a desire to learn how technology works on a deeper level.

For more information contact: Ms Buttigieg

Types of Assessment

- Programming Portfolio
- Practical Investigation on AR/VR

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 ENGINEERING STUDIES

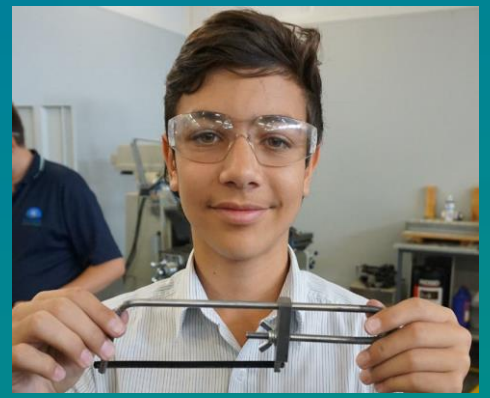
This Design and Technologies elective subject will enable students to apply Engineering processes to discover, develop, design, produce and evaluate projects made from a variety of resistant materials.

Computer Aided Design software and advanced manufacturing machinery will allow students to digitally create their models from acrylic sheet via a laser cutting process. Application of hand tools, power tools and some machinery will allow students to produce practical models / tools from sheetmetal, steel and aluminium, which they can use at home. Students will also use the design process to make a spaghetti bridge and test it to destruction.

Additionally, this course will form as a taster to students and provide them with an experience of vocational training at the Trade Skills Centre to gain the basic knowledge and skills they may use in an Engineering related trade.

Types of Assessment

- Portfolio – Evidence of work
- Designs – CAD & Hand drawn
- Products – Mixed materials
- Research Task – Engineers

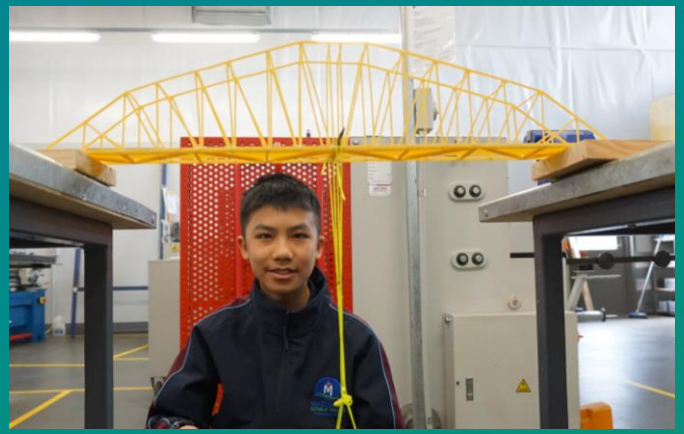


For more information contact:

Mr. Wolstencroft, Ms. Torcasio

Key Information

Hands on practical tasks such as working with plastic, metal and machinery form the core of this subject. Fusion360 Computer Aided Design software is also utilised.



MARYMEDE CATHOLIC COLLEGE
— In the way of Mary —

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 FOOD STUDIES

In Design and Technologies: Food Studies, students will be exposed to a variety of culinary experiences. With a focus on food production, they learn how to design and create nutritious and delicious meals at school and at home. Consideration of life stages, metabolic needs, consumption patterns, environmental impacts and catering for a range of dietary needs all factor into the course. Students will safely experiment with ingredients, techniques and equipment to produce food which tantalises all the senses.

Types of Assessment
- Design Scenarios with a range of theoretical and practical tasks
- Tests -Challenges

For more information cont act: Mrs. Marazita
Or Ms. Torcasio

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 ITALIAN – Made in Italy

In Semester One Year 9 Italian will focus on food and the coffee culture of Italy. Students learn how to talk about their daily routine and the importance of food and family life. The Semester One programme will focus on **Italian design** including fashion, and industries such as car manufacturing, furniture design, and architecture. The statement "Made in Italy" is recognised around the world as a mark of Italian style and quality. Being fashionable, or "*alla moda*" is a concept that Italians live by and one which has influenced their lifestyle and social culture. Students use Italian to extend their use of language beyond familiar contexts to communicate and interact with each other, access and exchange information, and design, interpret and explore a range of texts. They investigate links between the Italian language and culture and learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions, and responses.

Key Information

Students must have completed Italian in Year 8 to do it in year 9. Students must commit to a year of further study in Italian on return from a school study tour.

Types of Assessment

- Oral presentations
- Topic Tests
- Assignments
- Multimodal tasks involving reading, listening and writing

For more information contact:

- Miss Liggieri
- Mrs Gregas Bego
- Miss Montemurro
- Mrs Gaff

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 9 JAPANESE: Made in Japan!

Year 9 Japanese covers a wide range of topics exploring themes relating to housing, making plans, festivals and organising events. We learn how to describe houses, organise parties and how to socialise with friends in Japanese. The best part of Japanese is being able to not just learn a language, but the culture of another country. We learn about the differences in speaking and how grammar rules are completely different from English. It also allows us to understand people when they're talking and enables us to respond to their questions. Japanese is a worthwhile subject choice, as it gives insight to another country and language. This allows students to participate in programs such as the Japan Study Tour. It also gives students an opportunity to continue Japanese into university and opens many doors for careers and travel such as living and working in Japan.

This subject is likely to appeal to students who have an interest in Japanese culture, food and language, people who would like to broaden their skills by learning an Asian language and people who would like to work or live in Japan in the future.

Types of Assessment

- Oral presentations
- Topic Tests
- Assignments
- Multimodal tasks involving reading, listening and writing

Key Information

Students must have completed Japanese in year 8 to do it in year 9. Students must commit to a year of further study in Japanese on return from a school study tour.

For more information contact:

- Ms McLay
- Ms Dippie

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

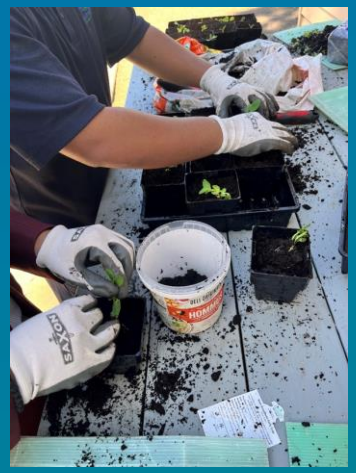
Careers

Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

VISTA YEAR 9

Vista is a bespoke program designed for a select group of students in Years 9 who have found mainstream classes a challenge.Students are withdrawn from mainstream Science and Humanities, and they will participate in a program in Literacy, and Personal Development Skills.
Enrolment in Vista Yr 9 can lead to a VCE or Vocational Major pathway at Marymede Catholic College.



Key Information

Students undertaking Vista in Year 9 will be by invitation only

Types of Assessment

- Projects
- Written tasks

For more information contact:
Mrs Audley
Mr Saliba
Mrs Maloney

VISTA YEAR 10

VISTA Year 10 students are withdrawn from mainstream English, Science and Humanities and they complete a program in Literacy and Personal Development Skills (PDS). Year 10 VISTA students will also complete Numeracy in place of Mathematics. Enrolment in the Year 10 VISTA program leads to a Vocational Major (VM) pathway.

Key Information

Enrolment in the course is by invitation only.

Types of Assessment

- Projects
- Written tasks

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 AT MARYMEDE

Year 10 studies at Marymede Catholic College aims to develop student's resilience as independent learners, requiring students to focus on their interests and strengths in preparation for their commitment to their chosen individual senior studies pathway.

The program requires students to undertake 6 core subjects. Some core subjects allow for student choice within that subject area. Students also select 3 subjects from the general elective group.

Year 10 Program						
Sem 1	Religious Education	English	Mathematics	Core Science*	Health & Physical Education	Elective
Sem 2				Humanities	Elective	Elective

* Students who were in the Enhanced class in Year 9 do not do Core Science. They do Science for VCE as their compulsory Science subject.

Core subjects: select ONE from each Domain	
Mathematics	Humanities
Advanced Standard Numeracy	Change your World Freedom Fighters Lawyers, Gov & Money

General Electives – select any THREE			
Arts (Performing) Dance Drama Music Performance & Technology	**Arts (Visual)** Art Making Media Visual Communication Design	**English** English Language Literature	**Humanities** Change your World Freedom Fighters Lawyers, Gov & Money Who's the Boss?
Languages Italian Japanese *Year-long subjects, equates to 2 elective subjects	**Science** Science for VCE Introduction to Psychology	**Technologies** Design & Technologies – Non-Resistant Materials Design & Technologies – Resistant Materials Digital Technologies Food Studies Hospitality	**HPE** Sports Science Outdoor Education

Students may be invited to be a part of the VISTA program. Further information is available on the previous slide.

VCE Acceleration

Students may wish to accelerate into a VCE or VET subject in Year 10. Further information about this process is found within this section.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Acceleration into the VCE Pathway

Completing a VCE Unit 1 / 2 or 1st Year VET subject in Year 10

To apply for an accelerated subject students will need to have met the following criteria:

- Achieved an 80% average in English and a related Year 9 subject;
- Ability to work individually and independently;
- Motivation to work consistently, to complete all set tasks and to meet deadlines;
- A demonstrated commitment to improving learning outcomes in all studies.

Process for acceleration:

- Collect application form from outside the Careers area in Upper Founders.
- Students must complete the Application form and submit it to Mr Collins by **4pm 15th August 2024**
- If you want to accelerate and do a language you will be contacted for an interview.

Please note that an accelerated subject takes the place of two Year 10 elective subjects.

Acceleration Subjects Offered		
VCE Applied Computing	VCE Health and Human Development	VCE Religion & Society
VCE Art Creative Practice	VCE Legal Studies	VCE Visual Communication
VCE Business Management	VCE General Mathematics	VET Allied Health Services Assistant
VCE Economics	VCE Media	VET Building & Construction (Carpentry)
VCE Environmental Science	VCE Outdoor & Environmental Studies	VET Dance
VCE Food Studies	VCE Physical Education	VET Engineering Studies
VCE Geography	VCE Psychology	VET Sport & Recreation

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

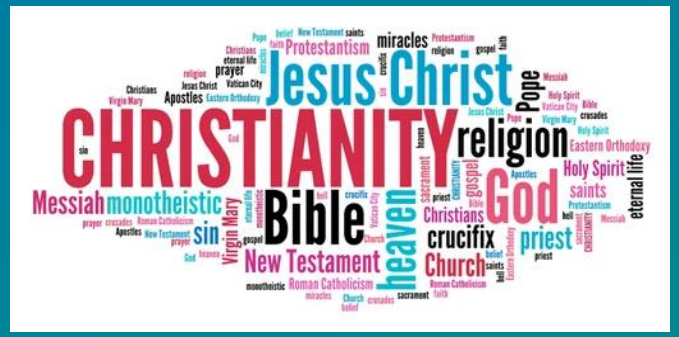
YEAR 10 RELIGIOUS EDUCATION

The Year 10 Religious Education curriculum will explore different perspectives of Jesus represented throughout the Gospels and come to learn more about “Why there are many Christian Denominations?”. Under the strand of “Morality and Justice” students will consider the best ways to make difficult and moral decisions. This will help students formulate their own beliefs and values in order to deal with the difficult situations in which they can find themselves.

In addition, as a pre-cursor to their Year 11 study, the units explored in year 10 provide students with an opportunity to dialogue with each other about key Church teachings, beliefs and events and consider ancient and other religions.

Students will study the 9 aspects of religion which form the base of all religions and are explored extensively in the Religion and Society study design which students will complete the following year.

Throughout the year students will take part in a Reflection Day Experience and participate in a range of additional learning experiences focusing on social justice.



Types of Assessment

- Creative assessments
- Essays
- Written Analysis
- Oral presentations
- Examinations

For more information contact:

Mrs Egglezos

Director of Catholic Identity Secondary

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

YEAR 10 ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The curriculum balances and integrates all three strands to focus on developing students' knowledge, understanding and skills in listening and speaking, reading and viewing, and writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. The Year 10 course is also designed to introduce the students to skills required for Unit 1 and Unit 2 English.

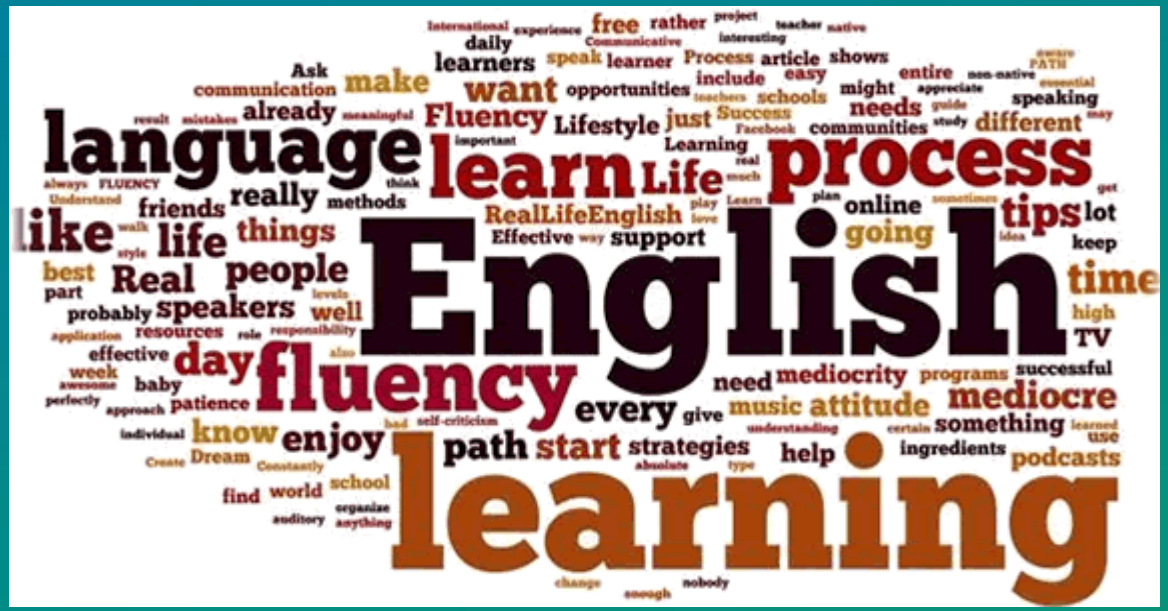
Students engage with a variety of texts that challenge them. They interpret, create, evaluate, compare, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. Literary texts are drawn from a range of genres and involve challenging and unpredictable plot sequences, unique characters and complex themes and ideas. Persuasive texts challenge students to identify points of view and perspective, and develops their ability to analyse intended impact on the reader. This will be informed by analysis of the language choices and consideration for how language is employed to function as part of the contention and/or purpose. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, oral presentations, reports, discussions, literary analyses, transformations of texts and reviews

Types of Assessment

- Analytical Essay
- Analysing Argument
- Creative Writing
- Oral presentation

For more information contact:

- Ms Lanza



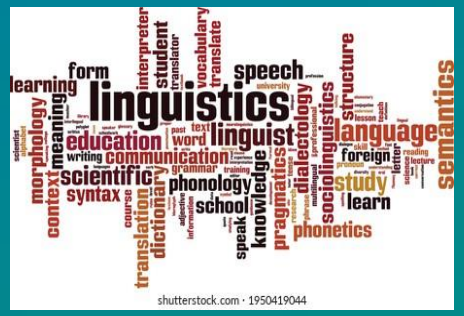
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 ENGLISH LANGUAGE

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multi modal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Types of Assessment

- Portfolio of tasks
- Creative assessments
- Essay
- Written Analysis
- Oral presentation



For more information contact:

- Ms Lanza
- Ms Coyle
- Ms Jephson

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

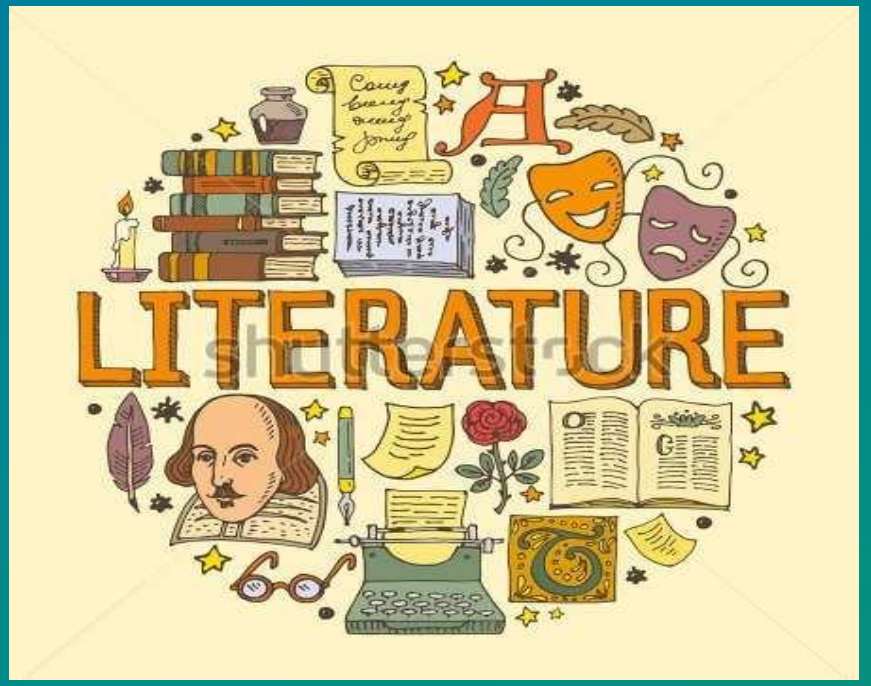
YEAR 10 LITERATURE

The study of Literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in all their academic study, in particular English and Literature.

Literature at Year 10 looks at texts both modern and classical, in different forms – poetry, drama, novels and film. Students are taught to frame their responses to these texts, examining the writer's social and cultural context and craft. They compare interpretations of characters and themes and consider how people may read the same text differently. Students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

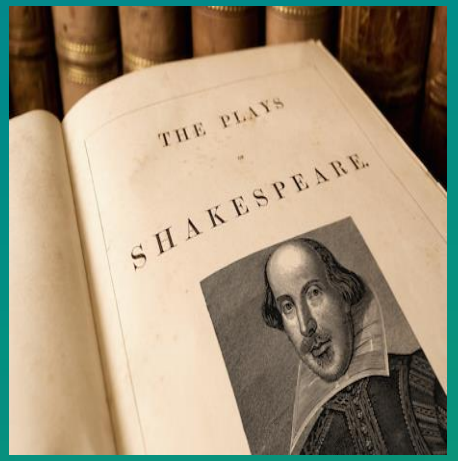
Types of Assessment

- Creative assessments
- Essay
- Written Analysis



For more information contact:

- Ms Lanza
- Ms Richardson
- Ms Coyle



MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

YEAR 10 ADVANCED MATHEMATICS

Year 10 Mathematics Advanced course is designed to enhance and accelerate the learning of the highest achieving Mathematics students. It is based on Victorian Curriculum – Level 10 and 10A. It is the most advanced Year 10 Mathematics course and it keeps all future VCE Mathematics options open. Entry into this subject will be dependent upon excellent results in Year 9 Maths.

Key areas of study in this subject include:

- Linear and Quadratic Functions
- Indices and Surds
- Polynomials
- Probability and Statistics
- Circular Functions
- Trigonometry

Types of Assessment

- Topic Test
- Application Tasks
- Examination

For more information contact:

- Dr. Dennis Kolasseril
- Mr. Thomas Broadbent

Key Information

This subject is a **prerequisite** for Mathematical methods Units 1 & 2 as well as Specialist Mathematics Units 1 & 2

YEAR 10 STANDARD MATHEMATICS

Standard Mathematics is based on Level 10 of Victorian Curriculum. The Dimensions taught include Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. These students will be prepared to undertake General Mathematics Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12.

Key areas of study in this subject include:

- Data Analysis
- Financial Mathematics
- Linear Graphs and Equations
- Shape and Measurement
- Trigonometry

Types of Assessment

- Topic Test
- Application Tasks
- Examination

For more information contact:

- Dr. Dennis Kolasseril
- Mr. Lachlan Quirk

Key Information

This subject is a **prerequisite** for General Mathematics Units 1 & 2.

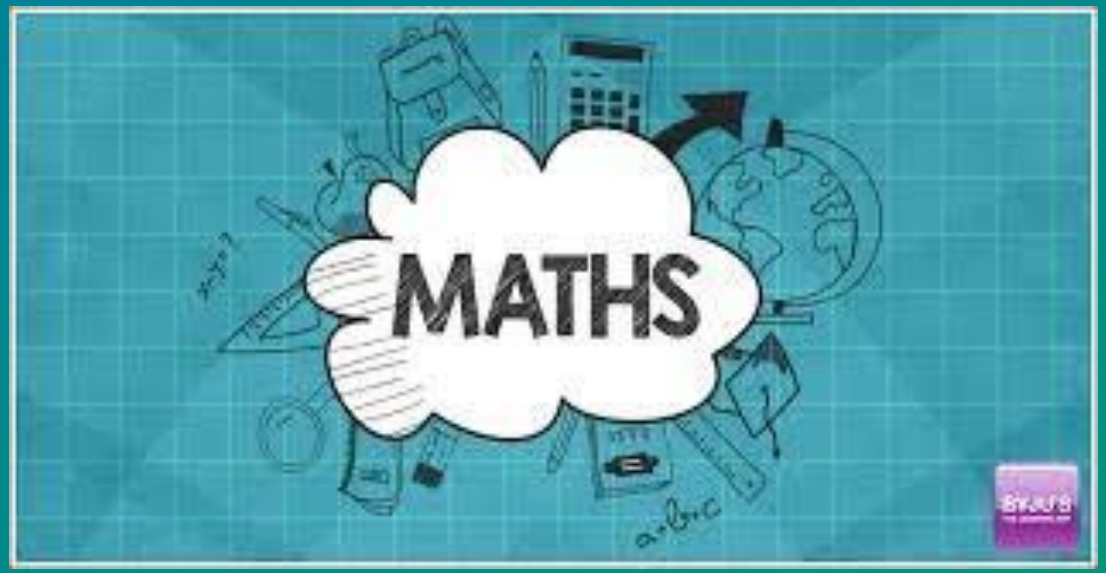
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 NUMERACY

Numeracy Mathematics is based on some Level 10 Victorian Curriculum dimensions including Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. The courses also address topics that form part of the nationally certificated courses that lead to apprenticeships and TAFE courses.

Key areas of study in this subject include:

- Measurement of simple and composite shapes
- Conversion of units
- Basic Statistics
- Decimals, fractions and percentages
- Basic financial mathematics
- Pre-apprenticeship numeracy skills for trade.



Types of Assessment

- Topic Test
- Hands-on activities

For more information contact:

- Dr. Dennis Kolasseril
- Mr. Jean-Paul Ogier

Key Information

This subject is suitable for students for those **who do not** wish to pursue a VCE Mathematics Pathway.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 ITALIAN – Let's go to Italy (Andiamo in Italia)

Year 10 Italian covers topics relating to daily routines, travel, hobbies, passions and future aspirations. Students learn how to organise a trip to Italy, discover famous landmarks and popular tourist destinations. Meanwhile, students will also look at their future plans and express opinions, ideas and concerns. The best part of Italian is being able to not only learn a language, but explore the culture, geography and history of another country. It also allows us to understand people when we make new friends. Italian is a worthwhile subject choice, as it gives insight to another country and language and may help improve your literacy skills.

Year 10 Italian allows students to participate in programs such as the Italy Study Tour and the Dante Alighieri Poetry Competition. It also gives students an opportunity to continue learning Italian in university and opens many doors for careers and travel such as living and working in Italy and across many countries where Italian is spoken. When combined with either Maths Methods or Specialist Maths at VCE students become eligible for the VCE Baccalaureate, the VCE certificate that is recognised by universities worldwide . This subject is likely to appeal to students who have an interest in Italy and all things Italian and would like to continue language learning through a VCE pathway.

Key Information

Students must commit to a year of further study in Italian on return from a school study tour

Types of Assessment

- Oral presentations
- Topic Tests
- Assignments
- Multimodal tasks involving reading, listening and writing

For more information contact:

- Miss Montemurro
- Miss Liggieri

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 JAPANESE – Let's go to Japan

Year 10 Japanese takes a greater focus on living and working in Japan. Students learn how to apply for work, appropriate ways to conduct themselves in workplace environments, and how to operate in tourist workplaces like restaurants and hotels whether as employees or clients. They learn important skills pertinent to life and travel in Japan. The best part of Japanese is being able to not just learn a language, but the culture of another country. We learn about the differences in speaking and how grammar rules are completely different from English. It also allows us to understand people when they're talking and enables us to respond to their questions.

Japanese is a worthwhile subject choice, as it gives insight to another country and language. This allows students to participate in programs such as the Japan Study Tour. It also gives students an opportunity to continue Japanese into university and opens many doors for careers and travel such as living and working in Japan.

This subject is likely to appeal to students who have an interest in Japanese culture, food and language, people who would like to broaden their skills by learning an Asian language and people who would like to work or live in Japan in the future

Types of Assessment

- Oral presentations
- Topic tests
- Assignments
- Multimodal tasks involving reading, listening and writing

Key Information

Students must commit to a year of further study in Japanese on return from a school study tour

For more information contact:

- Ms McLay
- Mrs Reade

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 CORE SCIENCE

In this semester-length subject, students undertake a general science curriculum exploring 3 branches of science: Chemistry, Biology, and Physics. Students participate in a variety of activities and investigations that are designed to develop knowledge and understanding, and to promote critical, creative and reflective thinking. These are carried out in collaborative and individual contexts. Students will: explore the transmission of heritable characteristics from one generation to the next and the role of DNA; learn how the atomic structure and properties of elements are used to organise them in the Periodic Table; and learn how to describe motion mathematically, using the concepts of displacement, velocity and acceleration.

Types of Assessment

- Oral presentation
- Practical Investigation
- Topic Test
- Scientific Poster

Key Information

It is an expectation that all science students complete after every class:

- Revision of new material introduced
- Homework assignments
- gathering of evidence information
- Completion of class work

For more information contact:

Domain leader: Russell McKenzie

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 SCIENCE FOR VCE

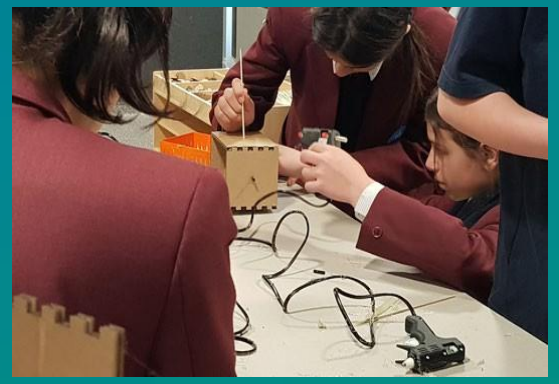
In this semester-length elective, students undertake an advanced science curriculum exploring three branches of science: Chemistry, Biology and Physics. Students participate in a variety of activities and investigations, which are designed to prepare and accelerate students for future studies in VCE Sciences. Students learn and apply the scientific method and engage in activities that promote critical, creative and reflective thinking in both collaborative and individual contexts. This subject is designed to introduce students to concepts, skill and ideas drawn from the dot points in the VCE Science Study Designs, as well as the development of the advanced laboratory skills required for VCE Science subjects. Students study covalent bonding and apply this to organic chemistry, investigating the nomenclature of saturated and unsaturated hydrocarbons, and molecules derived from them. Students will look at the theories of evolution with a focus on how natural selection explains the diversity of living things, and investigate the motion of objects using Newton's laws.

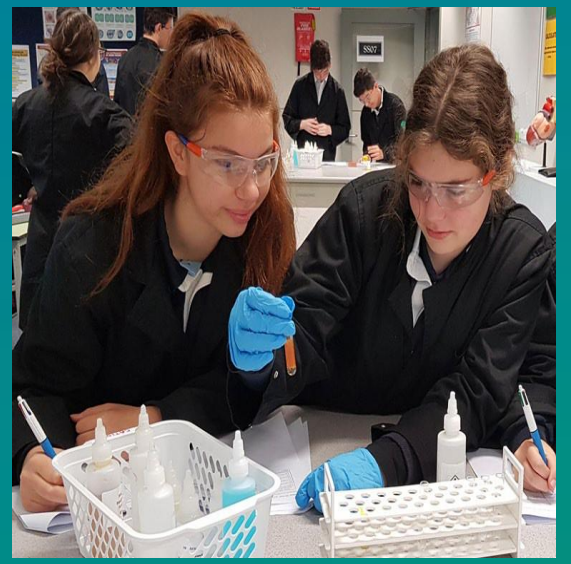
Types of Assessment

- Oral presentation
- Practical Investigation
- Topic Test
- Research assignment

Key Information

Students intending to study Units 1 and 2 Chemistry or Physics **must** select Science for VCE.





For further information contact:

Domain leader: Russell McKenzie

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

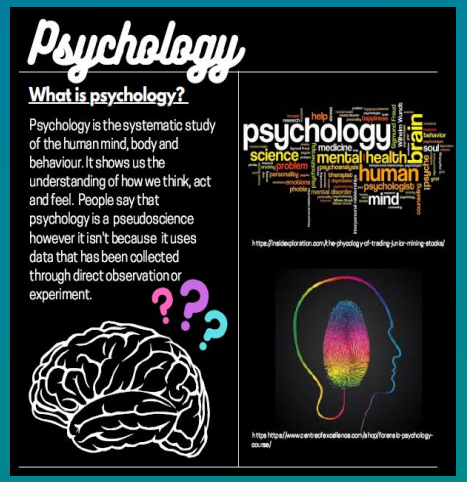
YEAR 10 INTRODUCTION TO PSYCHOLOGY

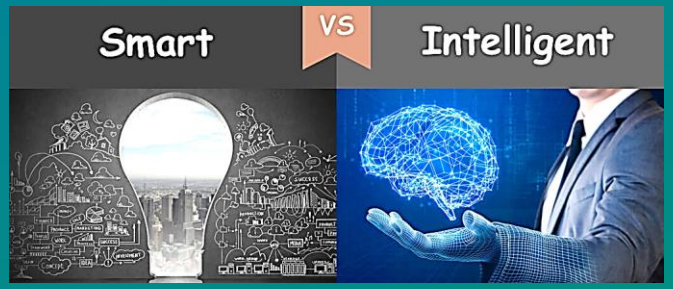
This subject is designed to develop student's understanding of the basic building blocks of VCE Psychology. They will explore topics such as the nervous system and its role in communication within the human body, intelligence, and scientific methodologies, experimenting and reporting.

It is designed to provide students with the foundational knowledge and skills for studying Psychology at VCE and/or university levels. The course is aimed at students who wish to extend themselves academically, have an interest in learning about the human body and behaviour, pose questions and participate in discussions, enjoy applying theoretical concepts to real life scenarios and have a love of learning.

Types of Assessment

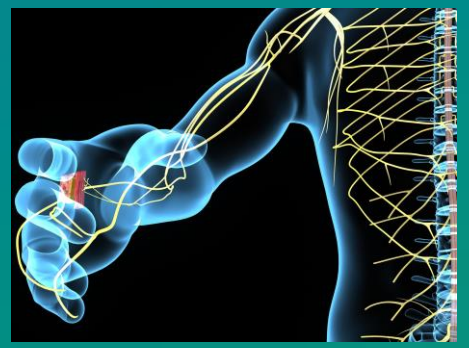
- Evaluation of research
- Tests
- Practical Investigation





Key Information

Students will need to apply theoretical knowledge to real-life scenarios and explain their analysis in writing. They will also need to design, run, evaluate and report on their own experiment.



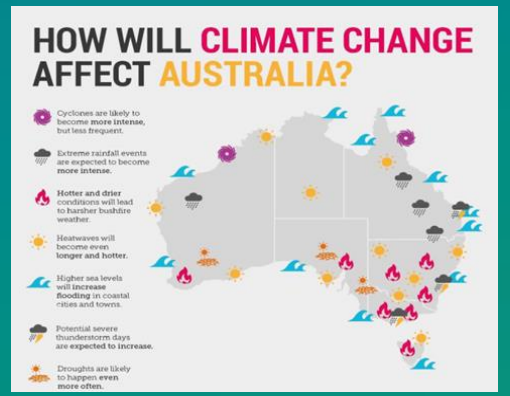
For more information contact:

- Ms Lauren Ford

YEAR 10 CHANGE YOUR WORLD

The Earth is our home and provides us with everything we need to live. What are we doing to it in return? In the Twenty-First Century, the world faces many environmental challenges. These challenges can range from local scale — the degradation of a nearby creek — through to a global scale — the threat of global warming. Understanding how people and their environments interconnect is vital for explaining environmental changes and helps in planning for a sustainable future. Across the world, humans have caused many environmental changes: pollution, land degradation and damage to aquatic environments. People have different points of view, or world views, on many of these changes. Climate change is a major environmental change as it affects all aspects of the biophysical environment, such as plants and animals; our land; inland water resources; coastal, marine and urban environments. It is vital that we respond intelligently to, and effectively manage, all future environmental changes to minimise negative social and economic impacts and to ensure that our planet can provide for future generations, your generation.

The planet's future is in your hands.



For more information contact:

- Mrs. Darrou

Types of Assessment

- Fieldwork Assessment
- Geographical Concepts Case Study
- Extended Writing task – The Three Gorges Dam

Key Information

This is a Semester based subject providing a foundation for VCE Geography study.

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— In the way of Mary —

YEAR 10 FREEDOM FIGHTERS

Using historical perspectives and skills, we will explore the concept of justice and investigate those who fought for freedom in a range of contexts. We begin with the rise of Hitler and Nazism that led to persecution of Jews and the Holocaust. We ask what the Righteous Among the Nations did to protect people from persecution under Hitler. Focusing next on the Australian context, we look at Indigenous rights, particularly at the impact on the Stolen Generation, effects of the 1967 Referendum, trail blazers of the Civil Rights Movement and the consequences of the Freedom Rides in Australia. Our topic on women's freedoms centres on suffragettes, women's roles during the major world wars, social freedoms during the 1920s and the Women's Liberation Movement. We will finish the semester with choices and negotiated topics for inquiry by students in areas of interest, by completing a researched Inquiry Project that deepens our understanding of various turning points and struggles for freedom in the Twentieth Century.

Types of Assessment

- Inquiry Project
- Source Analysis
- Extended Response

Key Information

Films as interpretations of the past and Virtual Reality will be used in this subject.

For more information contact:

- Mrs Darrou
- Ms Niall & Ms Letten

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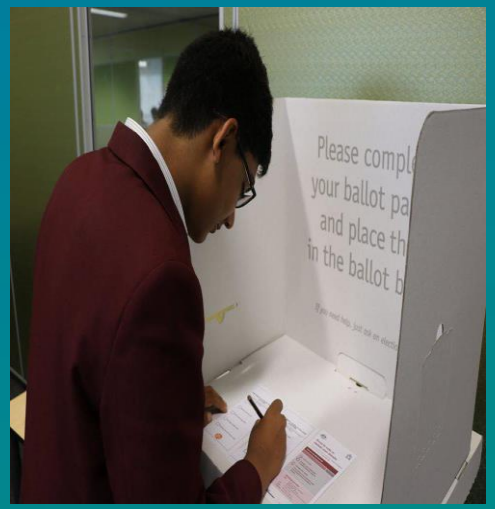
YEAR 10 LAWYERS, GOVS AND MONEY

This course examines three interconnected aspects of contemporary Australia: its government and political system, the legal system and its developments and fundamental economic concepts. We investigate how political parties, interest groups, media, and individuals influence government actions and decision-making processes. The course includes a comparative analysis of Australia's government system with another in the Asian region and explores Australia's roles and responsibilities within the United Nations. In legal studies, we focus on the law-making process, civil and criminal law, and the Australian court system, emphasizing its role in interpreting and applying Victorian law. Additionally, we explore ways to be active and informed citizens and cover essential principles and practical aspects of financial literacy.

Key Information

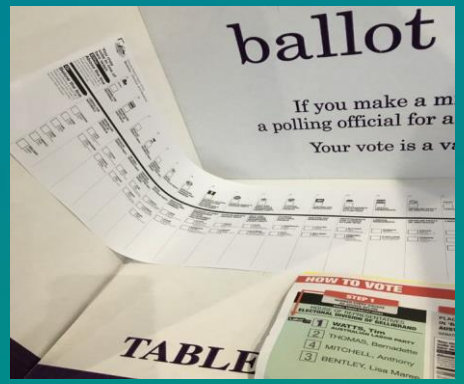
Guest speakers

Excursion to parliament and courts



Types of Assessment

- Case Studies
- Tests
- Essay
- Written Report
- Multimedia Report



For more information contact:

- Mrs Darrou
- Mrs Grgas-Bego

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 WHO'S THE BOSS?

The course will focus on practical issues of how businesses aim to achieve success; the need for innovation and entrepreneurship, a look at how financial markets operate, how to budget and how to save and invest now and into the future. We explore economics, accounting and financial literacy. Through recent case studies, we will discover what really happens behind the scenes of a business and the impact on decision-making. An in-depth approach will enable us to investigate issues to better understand the world of business. Areas of research will include investigating Australian innovations and entrepreneurs and their impact on business. This will lead to a business plan for a student's own business. The money saved today will enable opportunities for investment now and into the future. The various investment options available are discussed. The place of responsibilities of business within our society will be explored as part of a Civics and Citizenship focus.

Types of Assessment

- Research and investigation
- Case studies
- Writing a business and a budget plan
- Report

Key Information

- Guest speakers
- Business precinct excursion

For more information contact:

- Ms Colautti
- Mr Boon
- Mrs Darrou

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 HEALTH & PHYSICAL EDUCATION

In this subject, students explore how the body's systems work together to produce movement. The theory and practical aspects of this course allow students to explore the relationships between the body systems and physical activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise, including the musculoskeletal system and the cardiorespiratory system. Students have the opportunity to develop and extend their knowledge of athletic performance through practical laboratory sessions. Students also explore the various dimensions of health and wellbeing, along with health status indicators and sociocultural factors. Students will develop their knowledge of the macro and micro nutrients required for healthy living.

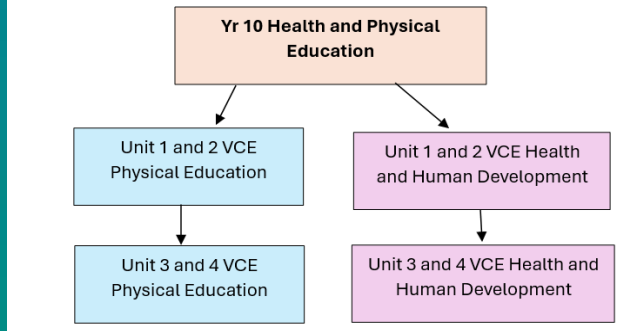
Types of Assessment

- Practical Assessments
- Research Tasks
- Topic Test
- End of Semester Examination

Action	1.-3. Week	4.-6. Week	7.-8. Week
	Action/ Repetition	Action/ Repetition	Action/ Repetition
Jump Squat	***20 sec x 3 repetition***	***35 sec x 3***	***40 sec x 3 repetition***
Alternate Legs Jump	*20 repetition*	*25 repetition*	*25 repetition*
Squat	***25 repetition***	***35 repetition***	***25 repetition***
Chunch	*30 repetition*	*35 repetition*	*30 repetition*
Lying Twist Trunk	***25 sec x 2 repetition***	***30 sec x 2 repetition***	***25 sec x 3 repetition***
Lunge	*30 sec x 3 repetition*	*35 sec x 3 repetition*	*30 sec x 3 repetition*
Side Plank	***30 sec x 2 repetition***	***40 sec x 2 repetition***	***35 sec x 3 repetition***
Burpee	*30 sec x 2 repetition*	*40 sec x 3 repetition*	*35 sec x 3 repetition*
Mountain Climber	***30 sec x 2 repetition***	***40 sec x 2 repetition***	***35 sec x 2 repetition***
Twist With Medicine Ball	*30 sec x 3 repetition*	*45 sec x 2 repetition*	*30 sec x 3 repetition*

Key Information

This subject gives students a background in both Sports Science and Health to assist in their VCE Pathway into PE and/or HHD



For more information contact:

- Mrs Gaff and Mr Tilley

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

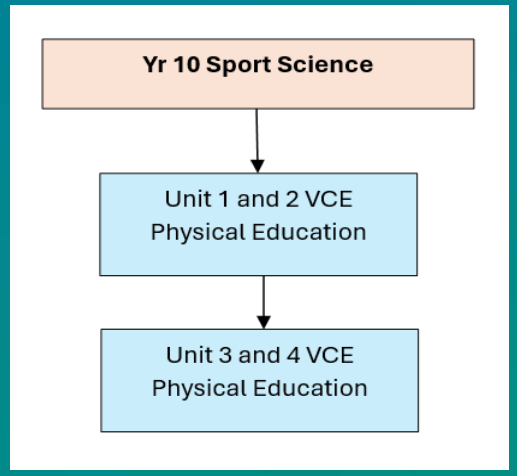
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 SPORTS SCIENCE

The Sports Science elective is offered to best support students who are considering completing VCE Physical Education. In this subject students review the concepts of fitness components, training principles and training methods while implementing this knowledge and building on it in a practical setting through a personalised 6-week training program. Students will also get an introduction to a range of topics that will be covered and extended upon in VCE. These include, biomechanics and skill acquisition, energy systems and sport psychology. Practical sessions will be laboratory based in order to develop these skill as required at VCE.

Types of Assessment

- 6-week training program (practical and theory)
- Laboratories.



For more information contact:

- Mr Tilley and Mrs Gaff

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

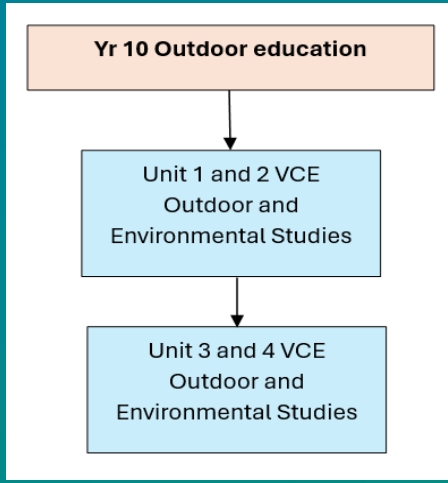
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 OUTDOOR EDUCATION

The focus of this Outdoor Education course is to provide students with an understanding of the six types of outdoor environments. Students will have opportunities to gain a deeper understanding of marine and coastal environments, building on skills and knowledge taught at year 9, in class and on camp in a new location. Additionally, students will explore urban environments and participate in a city excursion. As part of the theory component of this course, students will develop an understanding about the differences between Indigenous and Non-Indigenous environments and perspectives, which will aid in their preparation for VCE Outdoor and Environmental Studies, if they choose to take this pathway. The outdoor experiences in this program are designed to challenge students physically, socially, emotionally and spiritually by taking them outside their comfort zones while participating in a range of practical learning components.

Types of Assessment

- Written comparison between Indigenous and Non-Indigenous Environments.
- Practical assessment - running a group activity at camp.



Key Information

This subject requires students to participate in an overnight camp.

Students undertaking the Outdoor Education Program will incur an additional charge of $300 for the experiences undertaken.

For more information contact:

- Mr Tilley

MARYMEDE CATHOLIC COLLEGE
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Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

MARYMEDE CATHOLIC COLLEGE
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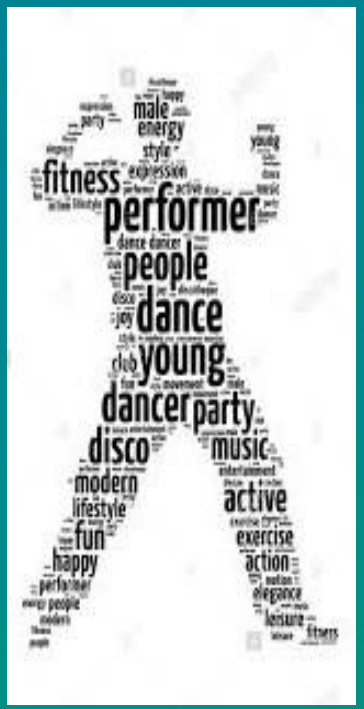
YEAR 10 DANCE

In this subject, students pick up from their Dance studies in Year 9. They learn a style specific dance routine from an industry professional with a live performance opportunity and examine the structure of choreography and storytelling in more detail. They explore difference dance styles and theory in preparation for VCE or VET dance. Students explore the elements of making a solo that connects to a broader meaning and apply their creativity and technique to this solo.

Types of Assessment

- Choreography & Dance Making
- Performance
- Dance Analysis



Key Information

This subject requires students to perform in front of audiences

For more information contact:

- Ms Kiely

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 DRAMA

This subject provides the opportunity for students to explore the skills of character acting while discovering how performance has developed through time to become theatre, as we know it today. Specifically, we practice the diverse range of acting and playmaking techniques required to create interesting characters on stage. The development of Dramatic Elements and the application of theatrical styles are fundamental to this unit. These processes will take place through guided improvisation as well as using chosen scripts and stimulus material.

Year 10 Drama gives students a wide range of practical experiences, live theatre performances and the application of these skills while developing individual and group performance skills.

Types of Assessment

- Performance Making
- Presenting a performance
- Written Documentation

Key Information

You must perform in front of an audience to do this subject.

May involve some out of class rehearsal.

For more information contact:

- Mr Kligour
- Ms Kiely

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 MUSIC PERFORMANCE & TECHNOLOGY

This subject extends upon the learning from Year 9 Music Performance and Technology. Students will continue developing their skills on an instrument of their choice or their Music and Technology focus. At this level students are required to be learning to play a musical instrument and apply their learning to their chosen pathway.

Performance

Students will implement a variety of techniques to plan and prepare for a range of solo and group performances.
Students will also continue to develop their music theory and analysis knowledge, developing both their written and aural skills to prepare for VCE Music and VET Sound Production.

Music Technology

Students will learn to create a range of digital music compositions and bring it all together in a 'Sound Revolution' Event that showcases the skills and learning they have undertaken throughout this subject. Students will also take a lead role in running all Music set up/pack down requirements for college, music and performance/production events.

Instrumental Music Lessons

It is an expectation that students are undertaking instrumental lessons at this stage of their development.
We offer a range of instrumental lesson options at the college including – digital technology lessons.

AMEB Grades

For any students completing AMEB Music Grades, this subject is for you. The work done throughout this subject is appliable to your AMEB grades.
All students are encouraged to take up the challenge in preparing for an AMEB Grade examination during this subject. (While this is not compulsory, it is encouraged).

Looking to do Music Performance or Sound Production @ VCE?
While this isn't a requirement – it is encouraged to enrol into this subject as a prerequisite to the VCE Music Performance or VET – Sound Production (introduced 2026) subjects.

Types of Assessment

- Performance
- Event set up and management
- Analysis

Key Information

- This subject requires students to perform in front of an audience.
- Students should be undertaking instrumental lessons.

For more information contact:

- Ms Egglezos – Director of Music

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

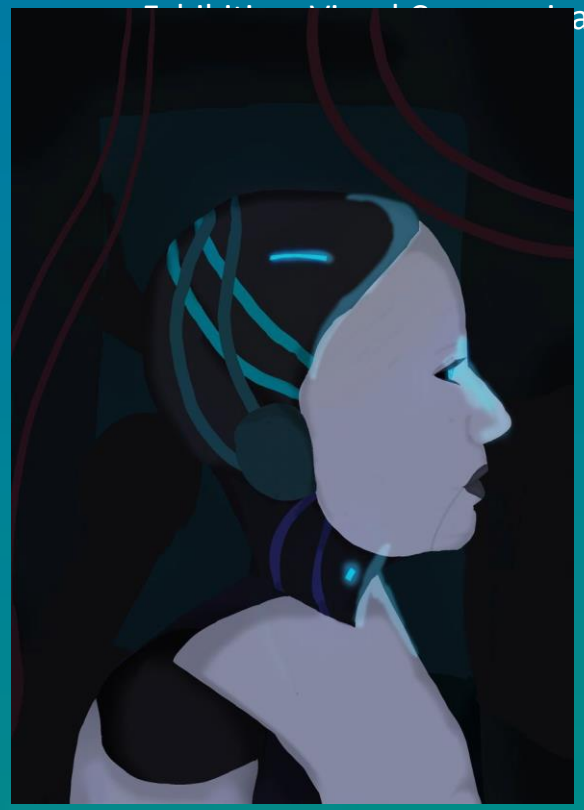
YEAR 10 ART MAKING

In Year 10 Art Making, students have the opportunity to explore their creativity by trialing materials, methods and techniques of their own choice. Students look at common themes in art and develop ideas that express their own interpretation of these concepts. Students then create artworks under the guidance of teachers and technicians practiced in the Visual Arts.

Students have the opportunity to explore a range of the following art forms:

Photography Sculpture Digital Art
Painting Ceramics Mixed Media Drawing Conceptual Art

This is a wonderful stepping stone for students wishing to explore Art Creative Practice, Art Making and



Key Information

This is a great chance to specialise in your own particular interests in the Visual Arts and an excellent stepping stone into VCE Studio Arts.

Types of Assessment

- Research Assignment
- Visual Diary
- Portfolio of Artworks

For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech
- Ms D'Avoine

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 MEDIA

Students learn about codes and conventions of film analysis and demonstrate their knowledge with an end of topic test

Students explore various types of music videos to understand their unique characteristics and styles. They then create their own music video, focusing on visual storytelling and carefully planning its production design.

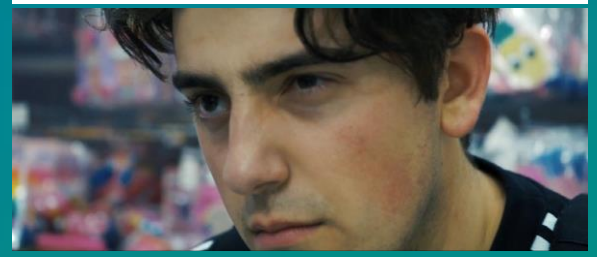
Students learn the basics of photography, including composition and lighting techniques. They then engage in a narrative photo project, where they apply their skills to create visually compelling images that tell a story. Additionally, students explore the use of software like Photoshop to enhance and edit their photographs.

Types of Assessment

- Music Video
- Production Design Plan and Short Film
- Film analysis topic test
- Narrative photography

Key Information

This subject requires students to be critical thinkers and passionate storytellers.



For more information contact:

- Ms Finlayson
- Mr Grech
- Ms Dawe

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 VISUAL COMMUNICATION DESIGN

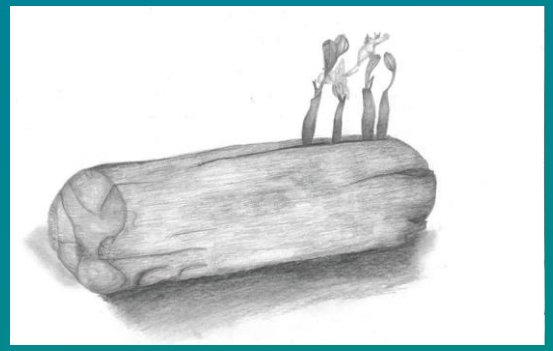
Year 10 Visual Communication Design introduces students to a range of mediums, methods and materials, and reinforces the use of design elements and principles to support design thinking. The course also focuses on the design movements, which are recognised as being the most influential on both communication and environmental designers of the 21st century. Students look at the way visual language can be used to convey ideas in different design fields which consist of, communication, industrial and environmental design. Drawing is a primary component of the course and is used to support the conception and visualisation of ideas. The study emphasises the importance of developing drawing skills using a variety of methods such as technical drawing, observational, visualisation and presentation drawings for design folio tasks that seek to satisfy a client need. The design process allows students to work through a clear and structured process of creating designs just like they do in industry. The design process allows students to respond to a design brief and create designs that would best suit the constraints and expectations of the brief.

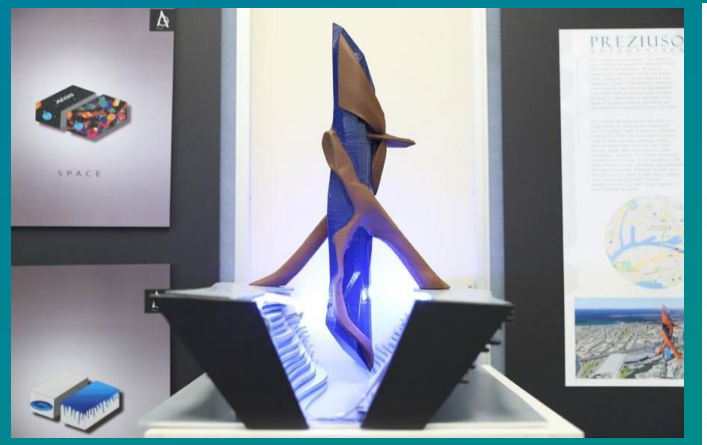
Types of Assessment

- Practical Folio and Presentations
- Investigation Report on Design Fields

Key Information

This subject requires students to complete an extensive folio.





For more information contact:

- Ms Hutchinson
- Mr Carron
- Mr Gilchrist
- Mr Grech

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 DESIGN & TECHNOLOGIES - Non-Resistant Materials (Textiles)

Quirky Couture and Wearable Art become our focus. Students will use the underlying principles of product design to respond to the needs of a target user's desire to have a piece that truly reflects the idea of wearable art. Think the MET Gala meets Future Fashion and Technology! Taking inspiration from all sorts of realms and considering the ethics of the creative industries, the end prototype or product is limited only by passion and imagination. The Double Diamond Design Process will form the basis of the projects undertaken and students will need to utilise their innovation and creativity to design and create at least two products. Existing skills are fabulous but not essential, as students will learn or be extended in their use of hand and machine sewing, technical design, illustrative drawing, commercial patterns and modification, integrating new and emergent technologies, exploring processes and a variety of equipment, and transforming standard and non- traditional materials into various forms for their use in the creation of products meeting the needs of end users through their forays into Non-Resistant Materials Technology.

Key Information

Students usually focus on either Resistant or Non Resistant in Product Design & Technologies Units 1-4, but can actually use a variety of materials!

For more information contact: Ms. Torcasio

Types of Assessment

- Design Folio/workbook - including drawings, research and evaluation related to the design brief
- Skill demonstrations
- Construction of products
- Practical and theory components
- Examination

MARYMEDE CATHOLIC COLLEGE
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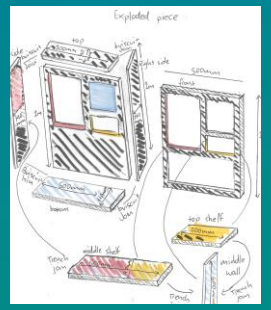
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 DESIGN & TECHNOLOGIES - Resistant Materials (Wood)

Students will use the Double Diamond Design Process to develop solutions to a design problem, and create an innovative and creative product that suits the needs of an end user. Using research techniques, students will produce both a Design Folio and a related Product that solves a problem or need of their chosen end user. Students may choose to make multiple products if time permits. Students will learn to utilise a range of tools, machines, emerging technologies and resistant materials to construct a a high-quality product that is made using a wide variety of techniques, skills and processes. The creative thinking and problem solving developed throughout this subject offers students the opportunity to gain valuable and highly transferable skills.

Types of Assessment
Product Design Folio
Completed product
Examination



For more information contact: Ms. Torcasio

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 DIGITAL TECHNOLOGIES

This subject suits students who love technology and enjoy tackling challenges. You'll have the opportunity to work both individually and collaboratively, creating innovative solutions that can be shared and used in the real world. Plus, you'll gain valuable skills that are highly sought after in today's digital age. Learning Python programming is a key component of the subject and can give you a competitive edge, as it's a key skill in many tech industries and opens up countless opportunities for future career opportunities.

Types of Assessment

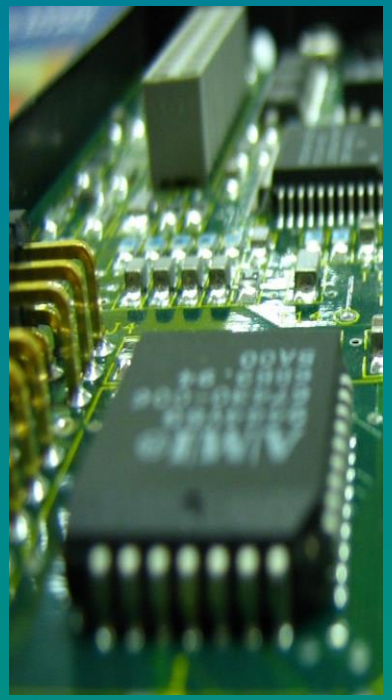
- Programming Portfolio
- Digital Systems Topic Test
- Website
- Examination

Key Information

Students should have an interest in programming and a desire to learn how technology works at a deeper level.

For more information contact:

- Ms Buttigieg



MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

Subject pathways

Careers

Contacts

YEAR 10 FOOD STUDIES

Food Product Development is the first topic you may study in Year 10 Food Studies. An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product utilising a future protein source.

Food in Australia is the second topic you could study in Year 10 Food Studies. We investigate how the Australian cuisine has changed over time from Bush Tucker to the modern Fusion of many multicultural areas coming together. Students plan and prepare safe food for design briefs, demonstrating appropriate food-handling and presentation skills.

Weekly hands-on practical cooking classes continue to develop students' skills and knowledge within the kitchen. The skills allow students to respond to design briefs and challenges including a Cupcake Catering request.

Types of Assessment

- Practical cooking
- Research assignments
- Topic tests, Exam
- Design Brief & Folio

For more information contact:

Ms. Torcasio,
Mrs. Marazita

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

YEAR 10 HOSPITALITY

Year 10 Hospitality explores the role of food in a production context, as well as building on pathways to health and wellbeing through the application of practical skills. Students use the principles of design to explore current food trends and prepare modern recipes designed for individual tastes and needs. Students will be able to enjoy food and learn about its significance from a variety of cultural and practical contexts. Food design provides a framework for students to make informed and confident food selection within today's complex world of global influences and choices. Students undertake a certificate in Safe Food Handling and Food Service, which may assist them in finding employment in a Hospitality setting. Practical work is integral to the course and includes cooking, demonstrations, and creating and responding to design briefs. Students will explore the functions of food, as well as using design principles and creative problem-solving to produce food for a range of occasions, catering for different scenarios such as College events and a Food Truck design brief.

Types of Assessment

- Practical activities
- Design briefs
- Food products
- Research assignments
- Topic tests
- Examination

For more information contact: Ms.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

VCE AT MARYMEDE

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

Studies marked with an * must be completed as a Unit 1 – 4 sequence. Students are not permitted to undertake unit 3 and 4 without completing unit 1 and 2 in year 11.
Students must complete Unit 3 and 4 as a sequence, students cannot change subject midway through year 12.

For more information about VCE: Access the VCAA website

English	Health & PE	Humanities	Languages	Mathematics
English English Language Literature	Health & Human Development Outdoor & Environmental Studies Physical Education	Accounting Business Management Economics Geography History Legal Studies	Italian Japanese	Foundation Maths General Maths Mathematical Methods* Specialist Mathematics*
Performing Arts	**Visual Arts**	**Science**	**Technologies**	**Religious Education**
Dance Drama Music Theatre Studies	Art Creative Practice Art Making and Exhibiting Media Visual Communication Design*	Biology Chemistry* Environmental Science Physics* Psychology	Applied Computing Food Studies Design & Technologies - Non-Resistant (Textiles) Design & Technologies - Resistant (Wood)	Religion & Society

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ENGLISH

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx#Units3and4

Unit 1:
Students:
- make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
- demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2:
Students:
- explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3:
Students:
- to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Texts selected for study must be chosen from the Text List published annually by the VCAA

Unit 4:
Students:
- analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.
- analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA

Assessment may include:
- Analytical essay
- Creative piece
- Oral Presentation
- Analysing and Presenting argument
- Comparative essay

Please Note:

This is a compulsory subject. All VCE students must complete English as part of their program. The study score received for English is counted in ATAR calculation in it's entirety, whether it is a student's strongest subject or weakest subject. University courses requiring an ATAR for admission will generally too have a minimum English study score requirement.

Complementary subjects:
- Literature
- English Language
- History
- Politics

For more information contact:
- Ms Richardson
- Ms Smith
- Ms Coyle

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ENGLISH LANGUAGE

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/englishlanguage/Pages/Index.aspx

Unit 1: Students: • identify and describe primary aspects of the nature and functions of human language. • identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.	**Unit 3:** Students: • identify, describe and analyse distinctive features of informal language in written and spoken texts. • identify, describe and analyse distinctive features of formal language in written and spoken texts.
Unit 2: Students: • identify and describe language change and its effects on the English language and analyse attitudes to language change. • to identify and explain the effects of the global spread of English through spoken and written texts.	**Unit 4** Students: • identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect. • identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

Assessment may include:

- Essay
- Report
- Analytical Commentary
- Short answer questions
- Folio of annotated texts

Please Note:

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

Complementary subjects:

- Literature
- Science

For more information contact:

- Ms Lanza
- Ms Coyle
- Ms Jephson

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE LITERATURE

https://www.vcaa.vic.edu.au/Documents/vce/literature/2023LiteratureSD

Unit 1:

Reading practices

Students:

- respond to a range of texts through close analysis.

Exploration of literary movements and genres

Students:

- explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2:

Voices of country

Students:

- explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators

The text in its context

Students:

- analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3:

Adaptations and transformation

Students:

- analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Developing interpretations

Students:

- develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4:

Creative responses to texts

Students:

- respond creatively to a text and comment critically on both the original text and the creative response.

Close analysis of texts

Students:

- analyse literary forms, features and language to present a coherent view of a whole text.

Assessment may include:

- Creative response
- Oral presentations
- Close analysis
- Literary perspectives response
- Context pieces

Recommended for students who:

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

Complementary subjects:

- English
- History
- Theatre Studies

For more information contact:

- Ms Lanza

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE HEALTH & HUMAN DEVELOPMENT

https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSDf

Unit 1: Understanding health and wellbeing

Students:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one area in detail.

Unit 2: Managing health and development

Students:

- look at changes and expectations that are part of the progression from youth to adulthood
- explain developmental changes in the transition from youth to adulthood
- analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Unit 3: Australia's health in a globalised world

Students:

- explore health and wellbeing as a global concept and to take a broader approach to inquiry
- Look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO).
- look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Health and human development in a global context

Students:

- use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.
- build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.
- investigate the role of non-government organisations and Australia's overseas aid program.
- evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment may include:

- Case Studies
- Structured Questions
- Data Analysis

Recommended for students who:

- have strong literacy skills and can analyse and interpret data.
- are able to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.
- have an interested in health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Complementary subjects:

- Psychology
- Physical Education
- Biology

For more information contact:

- Mrs Gaff

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE OUTDOOR & ENVIRONMENTAL STUDIES

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/outdoor-and-environmentalstudies/Pages/Index.aspx

Unit 1: Exploring outdoor experiences

Students:

- explore the many ways in which nature is understood and perceived.
- 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.
- develop practical skills and knowledge to help them live sustainably in outdoor environments.

Unit 2: Discovering outdoor environments

Students:

- study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments.
- develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
- examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Unit 3: Relationships with outdoor environments

Students:

- consider a number of factors that influence relationships with outdoor environments.
- examine the dynamic nature of relationships between humans and their environment.
- are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

Unit 4: Sustainable outdoor relationships

Students:

- explore the sustainable use and management of outdoor environments.
- examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.
- 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.

Assessment may include:

- Folio
- Research Report
- Test
- Structured Questions

Recommended for students who:

- have an interest in outdoor experiences
- want to understand how humans interact with and relate to outdoor environments
- can apply their understanding of environmental sustainability
- understand the importance of environmental health, particularly in local contexts

Complementary subjects:

- VET Sport & Recreation
- Physical Education
- Geography
- Environmental Science

Please Note:

*This subject has a levy of **$600** per year and will involve a commitment of multiple overnight camps across the course of the year*

For more information contact:

- Mr Tilley

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE PHYSICAL EDUCATION

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD

Unit 1: The human body in motion

Students:

- explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- explore, through practical activities, the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.
- evaluate the social, cultural and environmental influences on movement.
- consider the implications of the use of legal and illegal practices to improve the performance of an athlete.

Unit 2: Physical activity, sport and society

Students:

- develop understanding of physical activity, sport and society from a participatory perspective.
- are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.
- apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Unit 3: Movement skills and energy for physical activity

Students:

- investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.
- use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Unit 4: Training to improve performance

Students:

- analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.
- analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Assessment may include:

- Folio
- Practical Investigation
- Lab Report
- Test
- Structured Questions

Recommended for students who:

- have a strong interest in sport
- are able to integrate physical, written, oral and digital learning experiences
- can apply theoretical concepts
- can reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity

Complementary subjects:

- VET Sport & Recreation
- Health & Human Development
- Biology

For more information contact:

- Mrs Gaff & Mr Tilley

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ACCOUNTING

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Accounting/Pages/index.aspx

Unit 1: Role of accounting in business

Students:

- Explore the establishment of a service business.
- determine success or failure of a service business.
- Analyse interpret and evaluate the performance of a service business using Financial and non-financial information.
- Record Financial data and prepare report for a service business

Unit 2: Accounting and decision-making for a trading business

Students:

- Record and report for Inventory and discuss the effect of Financial and non-Financial Factors.
- Record and report for account receivable and accounts payable and examine strategies for managing credit transactions.
- Develop an understanding of the recording and reporting process for non-current assets.

Unit 3: Financial accounting for a trading business

Students:

- use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.
- develop their understanding of the accounting processes for recording and reporting.
- interpret reports and information to suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

Students:

- extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods.
- investigate both the role and importance of budgeting in decision-making for a business.
- analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

Note: Students must undertake Unit 2 prior to undertaking the Unit 3 and Unit 4 sequence.

Assessment may include:

- Case Study
- Business Investigation
- Test
- Structured Questions

Recommended for students who:

- have strong literacy skills with an ability to read and interpret information and apply it to scenarios
- are comfortable working with numbers, following formulas and applying structured processes
- have an interest in understanding the financial structure and processes of a business

Complementary subjects:

- Business Management
- General / Further Mathematics

For more information contact:

- Mr Ndanema
- Mr Boon

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE BUSINESS MANAGEMENT

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx

Unit 1: Planning a business

- Entrepreneurship and the personal motivation behind starting a business
- Characteristics of successful business managers and entrepreneurs and how these characteristics contribute to success.
- Sources of business opportunity such as innovation, recognising and taking advantage of market opportunities
- Importance of goal setting and decision-making
- Importance of business concept development
- Relationship between business opportunities and business concept development
- Market research and initial feasibility studies
- Contribution that businesses make to the economic and social wellbeing of a nation

Unit 2: Establishing a business

- Relationship between the internal environment and the external environment of a business
- Types of and choice of business structure
- Costs and benefits of purchasing an existing business compared with establishing a new business
- Business resource needs and the factors affecting the choice of location, business support services, and planning analysis tools to assist in decision making
- Overview of business plans, including the benefits of using them and an outline of their key features
- Corporate social responsibility considerations and business planning.

Unit 3: Managing a business

Students:

- explore the key processes and issues concerned with managing a business effectively and efficiently to achieve business objectives
- understand the role of human resources in managing a business
- Evaluate the role of operations in managing a business
- examine the different types of businesses and their respective objectives
- develop an understanding of the complexity and challenge of managing businesses through the use of contemporary case studies
- investigate strategies to manage both staff and operations to meet objectives

Unit 4: Transforming a business

Students:

- consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future
- investigate the importance of leadership in change management
- evaluate business practice against theory
- consider a variety of strategies to manage change in the most efficient and effective way to improve business performance

Complementary subjects:

- English
- Legal Studies
- Accounting

Assessment may include:

- Case studies
- Practical Investigation
- Test
- Structured Questions
- Extended responses

Recommended for students who:

- have strong literacy and critical thinking skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key skills
- can apply business knowledge to a scenario or case study
- can explain concepts concisely in written form

For more information contact:

- Ms Jephson
- Mrs Parker
- Ms Panayiotou
- Mr Boon

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ECONOMICS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/economics/Pages/Index.aspx

Unit 1:

Students:

- explore the fundamental economic problem, examine the roles of consumers, businesses, and government in the economy, and analyse the factors influencing economic decision-making.
- explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.
- analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2:

Students:

- explain the purpose of economic activity, the distinction between living standards and the factors that may affect levels of economic activity and growth
- explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Unit 3

Students:

- analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
- analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.
- analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness.

Unit 4

Students

- discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
- discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

Assessment may include:

- a structured report
- structured questions
- a multi-media report
- a written analysis
- a blog,
- an essay
- problem-solving tasks.

Recommended for students who:

Economics is recommended for students who want to gain a better understanding of the world. It can open doors to numerous career opportunities in finance, business management, public policy, and other related fields. By studying economics, you can gain the knowledge necessary to solve complex economic problems through data analysis, problem-solving skills, and research skills. These skills can give you a competitive edge in the job market.

Complementary subjects:

Accounting

Business Management

For more information contact:

- Mr Ndanema
- Mr Boon

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE GEOGRAPHY

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx

Unit 1: Hazards and Disasters

Students:

- describe the characteristics of hazards and the potential to cause harm to people and or the environment
- examine the causes, sequence of events and impacts of selected hazards
- undertake fieldwork of a local hazard and investigate the nature and effectiveness of attempts to reduce vulnerability and mitigation of the chosen hazard.
- explain the role of spatial technologies in identification and assessment of impacts, and management of hazards and hazard events.
- Students will focus specifically on volcanoes, earthquakes and cyclones, the processes that form them and their impact on people & environments

Unit 2: Tourism

Students:

- investigate the characteristics of tourism, with an emphasis on where it has developed, how it has changed over time
- describe the nature of tourism and the varying factors affecting tourism
- explain using fieldwork techniques the impacts of tourism and evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimize the negative impacts at these locations
- Students will complete fieldwork investigations at Phillip Island and within the Melbourne Central Business District.

Unit 3: Changing the Land

Students:

- investigate at a local scale land use change using appropriate fieldwork techniques and secondary sources
- explain the scale of change, the processed and reasons for change and the impacts of change including managing responses
- analyse global land cover changes that have occurred over time and the impacts caused by the processes of deforestation, and melting glaciers and ice sheets
- evaluate the effectiveness or likely effectiveness of responses to the impacts of these changes

Unit 4: Human Population – trends and issues

Students:

- explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.
- examine the dynamics of populations and their economic, social, political and environmental impacts on people and places
- investigate a growing population and an ageing population
- evaluate the effectiveness of strategies created in response to the issues and challenges these two populations have

Assessment may include:

- Case studies
- Multimedia presentation
- Fieldwork report
- Analysis of data
- Structured Questions

Recommended for students who:

- are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How could it change in the future?
- appreciate the complexity, diversity and interactions of the world's environments, economies and cultures, and the processes that helped form and transform them

Complementary subjects:

- English
- Outdoor Education
- Environmental Science

For more information contact:

- Mr Ogier
- Mrs Darrou

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

VCE HISTORY: UNITS 1-2 MODERN HISTORY & UNITS 3-4 REVOLUTIONS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx

Unit 1: Change and conflict – the Rise of Nazi Germany

Students explore:

- How did significant events and ideas from 1900 – 1945 contribute to conflict and change?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?
- How did ideology (such as liberal democracy, nationalism, imperialism, socialism and communism, militarism, fascism and Nazism) influence the emergence of new nation states and contribute to the causes of World War Two?

Unit 2: The changing world order – The Cold War & Proxy Wars

Students explore:

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?

Unit 3: Causes and consequences of the French Revolution

Units 3 and 4 repeat *the same skills with a different revolution and different methods of assessment.*
There are two Areas of Study for each Revolution and four separate outcome tasks.

In Outcome 1 of each Revolutions unit, students explore:

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Unit 4: Causes and consequences of the Russian Revolution

In Outcome 2 of each Revolutions unit, students explore:

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed and revolutionary ideas achieved or compromised?

Assessment may include:

- Historical Inquiry
- Evaluation of historical sources
- Extended Responses
- Essay

Recommended for students who:

- have strong English and literacy, analytical and essay writing skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key historical skills
- can link historical concepts and apply historical knowledge to a scenario
- can explain concepts concisely in written form

Complementary subjects:

- English
- Literature
- Legal Studies

For more information contact:

- Ms Lisa Smith
- Mrs Jane Darrou

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE LEGAL STUDIES

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx

Unit 1: The Presumption of Innocence

Students:

- develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.
- investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.
- develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

Unit 2: Wrongs and rights

Students:

- Investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.
- explore the methods and institutions that may be used to resolve a civil dispute and provide remedies
- develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, with a specific focus on one case study.

Unit 3: Rights and Justice

Students:

- examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.
- explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties and the ability of sanctions and remedies to achieve their purposes.
- investigate the extent to which the principles of justice are upheld in the justice system.

Unit 4: The people, the law and reform

Students:

- explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making;
- develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution;
- investigate parliament and the courts, and the relationship between the two in law-making; consider the roles of the individual, media and law reform bodies in influencing law reform.

Assessment may include:

- Oral presentation
- Case studies
- Essay
- Test
- Structured Questions

Recommended for students who:

- have strong literacy and critical thinking skills;
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key skills;
- can apply legal knowledge to a scenario, clearly identifying relevant concepts by linking to references in the scenario or case study
- can explain concepts concisely in written form

Complementary subjects:

- English
- Business Management
- History
- Religion & Society

For more information contact:

- Ms Jephson. Mrs Piccolo

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ITALIAN

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx

Unit 1:

Students:

- develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics
- access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills
- analysing cultural products or practices including visual, spoken or written texts
- apply acquired knowledge of Italian culture and language to new contexts

Unit 2:

Students:

- analyse visual, spoken and written texts
- reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences..

Unit 3:

Students:

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

Unit 4:

Students:

- investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics
- consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian
- identify and reflect on cultural products or practices that provide insights into Italian-speaking communities
- reflect on the ways culture, place and time influence values, attitudes and behaviours

Assessment may include:

- Oral presentation
- Essay writing
- Tests
- Multimodal tasks involving reading, listening and writing

Recommended for students who:

- have strong literacy skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key skills
- can apply linguistic knowledge to a scenario or roleplay

Complementary subjects:

- English
- Literature
- Mathematics

For more information contact:

- Miss Liggieri

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE JAPANESE

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/japanesesecondlanguage/Pages/Index.aspx

Unit 1:

Students:

- develop an understanding of the language and culture/s of Japanese - speaking communities through the study of three or more topics
- access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills
- analysing cultural products or practices including visual, spoken or written texts
- apply acquired knowledge of Italian culture and language to new contexts

Unit 2:

Students:

- analyse visual, spoken and written texts
- reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences..

Unit 3:

Students:

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

Unit 4:

Students:

- investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics
- consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian
- identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities
- reflect on the ways culture, place and time influence values, attitudes and behaviours

Assessment may include:

- Oral presentation
- Essay writing
- Tests
- Multimodal tasks involving reading, listening and writing

Recommended for students who:

- have strong literacy skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key skills
- can apply linguistic knowledge to a scenario or roleplay

Complementary subjects:

- English
- Literature
- Mathematics

For more information contact:

- Ms McLay
- Miss Liggieri

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE FOUNDATION MATHEMATICS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationmathematics/Pages/Index.aspx

VCE Foundation Mathematics Units 1 & 2	VCE Foundation Mathematics Units 3 & 4
Students will study from a variety of real life mathematical areas including: • Algebra, Number and Structure. • Data Analysis, Statistics and Probability. • Discrete Mathematics including Finance. • Space and Measurement.	Students will build on skills from Units 1&2 studying: • Algebra, Number and Structure. • Data Analysis, Statistics and Probability. • Discrete Mathematics including Finance. • Space and Measurement.
Course information: VCE Foundation Mathematics is a new course for 2024. It allows students who previously would not have been able to continue with their Mathematics beyond Year 10 to continue with the subject. This subject will count towards students ATAR and will be formally assessed with an external examination at the end of Year 12. Year 11 will focus on the key areas above with an emphasis on real life situations. Students will be asked to relate their mathematical skills to real life scenarios.	**Who is most suited to Foundation Mathematics?** VCE Foundation will be aimed at students in the Year 10 Foundation group wanting to further their development at Years 11 and 12. It will also be an option for students in the Year 10 Standard pathway who do not wish to proceed with General Mathematics but would like to continue with a form of Mathematics.

Assessment may include:

- Test
- Application Task
- Modelling and problem solving task
- Portfolio of Work
- Examination

Unit 3/4 scored assessment contribution:

- 60% School Assessed Coursework
- 40% Examination

For more information contact:

- Dr. Dennis Kolasseril
- Ms. Dulini Kodithuwakku

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE GENERAL MATHEMATICS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx

VCE General Mathematics Units 1 & 2	VCE General Mathematics Units 3 & 4
The students will draw knowledge and skills from the following areas of study: • Data analysis, probability and statistics • Algebra, number and structure • Functions, relations and graphs • Discrete Mathematics	**The students will draw knowledge and skills from the following areas of study:** • Data analysis, probability and statistics (Data and Finance) • Discrete mathematics (Matrices and Networks and decision)
What students say about General Mathematics Units 1 & 2? Unit 1 & 2 General Maths is a subject which is a great lead on from Year 10. Students learn a wide range of topics including statistics, matrices, and geometry and measurement as well as financial mathematics. Studying this subject helps with logical thinking and problem-solving skills. Some university courses require Maths as a prerequisite, therefore it is a useful subject to partake in. In General Maths, a CAS calculator is essential to the curriculum. It assists students with answering difficult questions, problem solving, as well as generating graphs and using matrices. Students are taught to use the CAS calculator quite extensively allowing them to use their time effectively in answering questions in a SAC or exam. Units 1 & 2 General Maths is great pathway to Units 3 & 4 Further Mathematics.	**What students say about General Mathematics Units 3 & 4?** General Mathematics is very important in University as currently, I study commerce and one of my subjects deals largely with statistics which is covered within General Maths. The main significance is that General is the most practical out of the three maths subjects as it provides insight into real life maths and allows us to identify where and when maths is essential in the future by covering topics such as finance and statistics. Some may say maths isn't their strongest subject, however, General Maths although challenging is not impossible and if you work hard and strive to achieve good marks you can make it happen. Maths is important throughout life and hence a subject such as General Maths is critical.

Note: Students must complete Year 10 Standard Mathematics as a prerequisite for General Mathematics Units 1 & 2.

Assessment may include:

- Test
- Application Task
- Modelling and problem solving task
- Examination

Studies in General/Further Mathematics can lead to:

- Meteorologist
- Engineer – Civil & Construction
- Defense Logistics & Navigation Careers Architect
- Logistics Controller
- Scientific & Statistical Researcher
- Health Services

Complementary subjects:

- Accounting
- Business Management

For more information contact:

- Dr. Dennis Kolasseril
- Mr. Thomas Broadbent

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE MATHEMATICAL METHODS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx

VCE Mathematical Methods Units 1 & 2	VCE Mathematical Methods Units 3 & 4
The students will draw knowledge and skills from the following areas of study: • Functions, relations and graphs • Algebra, number and structure • Calculus • Data analysis, probability and statistics	**The students will draw knowledge and skills from the following areas of study:** • Functions, relations and graphs • Algebra, number and structure • Calculus • Data analysis, probability and statistics
What students say about Mathematical Methods Units 1 & 2? Unit 1 and 2 Mathematical Methods is a great subject if you love problem-solving and brain teasers. As long as you have a decent foundation in algebra, you should be able to cope with the content. It is a subject that focuses on problem-solving above almost anything else. A strong understanding of linear and quadratic relationships is a must to succeed in this subject. Regular and systematic revision and being organized is essential. And most importantly, ask for help when you need it.	**What students say about Mathematical Methods Units 3 & 4?** Mathematical Methods Units 3 and 4 is usually considered as the harder Maths and that only the "Maths-iest" of maths brains can enter. While I guess some measure of truth to it, but it's often taken out of context. Methods is much closer to what is usually coined as "pure maths". The skills you learn in Methods is a good precursor to higher studies and open up lots of opportunities in University studies. Maths Methods involves study of a variety of different functions, their graphs and using them in modelling and problem-solving questions. A strong understanding of algebra, especially linear and quadratic relationships is very important to be successful in this subject. One of the most fascinating thing about Maths Methods is the opportunity to interconnect topics to solve challenging problem-solving questions.

Note: Students have to complete Year 10 Advanced Mathematics as a prerequisite for Units 1 & 2 Specialist Mathematics and for Units 1 & 2 Mathematical Methods. Additionally, students are to complete Unit 1 & 2 Mathematical Methods /Specialist Mathematics as a prerequisite for Units 3 & 4 Specialist Mathematics.

Assessment may include:

- Test/Examination
- Application Task
- Modelling and problem solving task

Studies in Mathematical Methods can lead to:

- Physicist & Space Travel Careers
- Medicine
- Engineering
- Architecture
- Defense Logistics & Navigation Careers

Complementary subjects:

- Physics
- Specialist Mathematics
- Chemistry

For more information contact:

- Dr. Dennis Kolasseril
- Mr. Gunaratne

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE SPECIALIST MATHEMATICS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/specialistmathematics/Pages/Index.aspx

VCE Specialist Mathematics Units 1 & 2	VCE Specialist Mathematics Units 3 & 4
The students will draw knowledge and skills from the following areas of study: • Functions, relations and graphs • Algebra, number and structure • Discrete Mathematics • Space and measurement • Data Analysis, probability and statistics	**The students will draw knowledge and skills from the following areas of study:** • Functions, relations and graphs • Algebra, number and structure • Calculus • Discrete mathematics • Space and Measurement • Data Analysis, probability and statistics
What students say about Specialist Mathematics Units 1 & 2? Specialist Maths, Unit 1 & 2, is designed for students with a strong passion for advanced mathematics. These students should be eager and prepared to tackle the inevitable challenges that come with high-level mathematical concepts. It's crucial that they have a solid understanding of Functions & Graphs, Algebra, and Trigonometry, equivalent to the Year-10 Advanced Mathematics curriculum. Proficiency in using a CAS calculator is also essential. Students are expected to proactively communicate with their teacher and seek help when needed. Additionally, they should be capable of working effectively in teams, demonstrating cooperative and collaborative skills during group activities..	**What students say about Specialist Mathematics Units 3 & 4?** Students studying Specialist Maths, Unit 3 & 4 should have a genuine love of high-level mathematics and be highly motivated to face the challenges that will inevitably surface. It is imperative that a comprehensive grasp of the coursework covered in Functions & Graphs, Algebra, Trigonometry and Calculus has been achieved at the Unit 1 & 2 level. Students should also be most adept in the use of a CAS calculator. A confidence to liaise with the teacher and be prepared to seek assistance as required. They should also possess the ability to work co-operatively and collaboratively with other students in groups as required.

Note: Students have to complete Year 10 Advanced Mathematics as a prerequisite for Units 1 & 2 Specialist Mathematics and for Units 1 & 2 Mathematical Methods. Additionally, students are to complete Unit 1 & 2 Mathematical Methods /Specialist Mathematics as a prerequisite for Units 3 & 4 Specialist Mathematics.

Assessment may include:
- Test/Examination
- Application Task
- Modelling and problem solving task

Studies in Mathematical Methods can lead to:
- Physicist & Space Travel Careers
- Medicine
- Engineering
- Architecture
- Defense Logistics & Navigation Careers

Complementary subjects:
- Physics
- Specialist Mathematics
- Chemistry

For more information contact:
- Dr. Dennis Kolasseril
- Mr. Gunaratne

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE DANCE

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Dance/Pages/Index.aspx

Unit 1: Dance Perspectives

Students:

- investigate the choreographic styles of different dance genres and choreographic perspectives
- Explore a range of movement through contemporary dance styles
- Analyse own dance styles and that of choreographers'
- Explore anatomy and how the body works through dance and movement

Unit 2: Choreography and Performance

Students:

- investigate and explore elements of movement including space, time and energy
- explore traditional dance practice, including indigenous perspectives and modern genres including musical theatre
- explore the use of choreographic devices

Unit 3: Skills based Solo

Students:

- develop, rehearse and perform a solo dance work of their own creation with creative intention
- analyse and evaluate professional dance pieces
- participate in, analyse and choreograph group dance

Unit 4: Dance Making

Students:

- examine the parameters for making a Solo performance with specific intention and spatial structure
- analyse and develop choreographic process
- investigate choreographic influences

Assessment may include:

- Oral presentation
- Practical Investigation
- Essay
- Test
- Structured Questions

Recommended for students who:

- Have strong interest and passion for dance
- Are willing to perform in front of an audience
- Are willing to work collaborative environments
- Are willing to rehearse/perform outside of class time where required.

Complementary subjects:

- Physical Education
- Drama
- Health & Human Development
- VET Dance

For more information contact:

- Ms Kiely

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE DRAMA

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Drama/Pages/Index.aspx

Unit 1: Introducing performance styles

Students:

- create a devised performance through group work with a given stimulus
- perform the devised performance with a group to an audience
- view and respond to a professional performance
- respond to work and the work of other classmates based on group performance work.

Unit 2: Australian identity

Students:

- investigate Australian identity and how it has been used in performance
- create work in solo or group structure based on an aspect of Australian identity
- perform a solo or group work based on Australian identity.
- view and respond to a professional Australian performance.

Unit 3: Devised ensemble performance

Students:

- devise a performance based on stimulus working with other group members
- document decision making process for making performance decisions
- perform a groupbased performance for an audience
- view and analyse a professional performance
- critically reflect on work created during group performance

Unit 4: Devised solo performance

Students:

- devise a solo performance as their end of year performance exam
- conduct research and develop performance material
- analyse decision making processes in making solo performances.

Assessment may include:

- Performance
- Performance Creation
- Performance Analysis
- Structured Questions

Recommended for students who:

- Have strong passion for performing
- Are good at navigating and working in groups
- Can commit to working on tasks outside of class time where required
- Can analyse decision making processes

Complementary subjects:

- Dance
- Literature
- Media

For more information contact:

- Ms Kiely
- Mr Kilgour

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE MUSIC (Contemporary Performance)

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/music/Pages/Index.aspx

Unit 1: Organization of Music

Students:

- Develop technical skills on their chosen instrument/s in a variety of styles
- Rehearse and prepare selected group and solo works for performance
- Create a folio of original arrangements and compositions
- Analyse the treatment of specific music elements, concepts and compositional devices in music.
- Develop skills in aural analysis.

Unit 2: Effect in Music

Students:

- Develop technical skills on their chosen instrument/s in a variety of styles
- Rehearse and prepare selected group and solo works for performance
- Create a folio of original arrangements and compositions
- Analyse the treatment of specific music elements, concepts and compositional devices in music.
- Develop skills in aural analysis.

Unit 3:

Students:

- Develop technical skills on their chosen instrument/s in a variety of styles
- Rehearse and prepare selected group or solo works for performance
- Analyse and explore personal voice and interpretation in professional performances.
- Experiment with using different musical techniques to create a unique interpretation of songs.
- Will be able to analyze and compare works aurally and through written music

Unit 4: Devised solo performance

Students:

- Develop technical skills on their chosen instrument/s in a variety of styles
- Perform selected group or solo works in various contexts
- Analyse and explore personal voice and interpretation in professional performances.
- Experiment with using different musical techniques to create a unique interpretation of songs.
- Will be able to analyze and compare works aurall and through written music

Assessment may include:

- Performance
- Performance Analysis
- Theory tests
- Composition folio
- Structured Questions

Recommended for students who:

- have strong passion for performing
- are good at navigating and working in groups
- Can commit to working on tasks outside of class time where required
- Undertake instrumental music lessons

Complementary subjects:

- Media

For more information contact:

- Ms Egglezos
- Ms Jones

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE THEATRE STUDIES

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/theatrestudies/Pages/Index.aspx

Unit 1:Pre-modern theatre styles and conventions

Students:

- identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.
- Explore different production roles in the play-making process
- Explore 2 scripts from the pre-modern era
- Analyse a professional performance of a script

Unit 2: Exploring modern theatre styles and conventions

Students:

- study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present.
- Study 3 different modern play making styles
- Explore different production roles in the play-making process
- Explore and realize 3 scripts from the modern era
- Analyse a professional performance of a script

Unit 3: Producing theatre

Students:

- develop skills that can be applied to the interpretation of a script for performance to an audience
- work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script.
- interpret the theatrical possibilities of excerpts from a script
- analyse and evaluate an interpretation of a script in a production

Unit 4: Devised solo performance

Students:

- document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene
- conduct dramaturgy as the basis for decisions that will inform their interpretation
- apply selected production roles and develop an interpretation of a monologue
- analysis and evaluation of the acting, direction and design in a production

Assessment may include:

- Performance
- Performance Creation
- Folio of evidence
- Structured Questions

Recommended for students who:

- have strong passion for performing
- are good at navigating and working in groups
- Can commit to working on tasks outside of class time where required
- Can analyse decision making processes

Complementary subjects:

- Dance
- Literature
- Media
- Drama

For more information contact:

- Mr Kilgour
- Ms Kiely

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE RELIGION & SOCIETY

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/religion-and-society/Pages/Index.aspx

Unit 1: The Role of Religion in Society

Students:

- explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time
- investigate the contribution of religion generally to the development of human society
- understand the often-complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live

Unit 2: Religion and Ethics

Students:

- study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions
- explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations
- examine practical moral judgments and identifying the arguments and analysing the reasoning behind these perspectives and moral judgments.

Unit 3: The Search for Meaning

Students:

- explore the beliefs of religions, and the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife
- consider the aspects of religion when investigating religion in general and selected religious tradition/s or denomination/s
- complete a detailed study of St Oscar Romero, his significant life experiences and beliefs

Unit 4: Religion, Challenge and Change

Students:

- focus on the interaction over time of religious traditions and the societies of which they are a part
- explore that religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility
- examine how religion acta as a lever for change and embraces or resists forces for change within society

Assessment may include:

- Written Essay / Reports
- Analysis
- Structured Questions
- Examination

Recommended for students who:

- are interested in exploring the foundations and aspects of various religions with an emphasis on Catholic tradition.
- are interested in the history of the Catholic Church and its influence upon Society.
- can apply their knowledge through structured written responses.

Complementary subjects:

- English
- History

For more information contact:

- Mrs Theresa Egglezos

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE BIOLOGY

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

Unit 1: How do organisms regulate their functions?

Students:

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
- explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals
- examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms
- adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question

Unit 2: How does inheritance impact on diversity?

Students:

- explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- analyse advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3: How do cells maintain life?

Students:

- analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

Students:

- analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges,
  and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Units 1 & 2 - Prerequisite: There are no prerequisites for entry to Units 1 or 2. However, it is HIGHLY recommended that students study Units 1 & 2 Biology before they study Units 3 & 4 Biology. Students entering Unit 3 without completing Units 1 &/or 2 will be required to undertake additional preparation as prescribed by their teacher.

Assessment may include:

- Scientific poster
- Data Analysis
- Test
- Case study
- Examination

Recommended for students who:

- Are interested in the study of living things and how science studies living things.
- want to know more about how our bodies work, how we came to be as we are and how we fit in with other living things on this planet.
- Enjoy undertaking practical experiences
- Have an interest in animals, plants and micro-organisms.
- Some background in chemistry is advised for students considering Units 3 and 4.

Complementary subjects:

- Chemistry
- Physical Education
- Health &Human Development

For more information contact:

- Mr Brick
- Ms Tornese
- Mr Graham

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE CHEMISTRY

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx

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

Students:

- Focus on elements as the building blocks of useful materials.
- investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures.
- use metal recycling to explore the transition in manufacturing processes from a linear economy to a circular economy.
- develop practical techniques to investigate the properties and reactions of various materials.
- develop their skills in the use of scientific equipment and apparatus.

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

Students:

- analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.
- explore applications of acid-base and redox reactions in society.
- conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and calibration curves.
- use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.
- adapt and design a scientific investigation

Unit 3: How can design and innovation help to optimise chemical reactions?

Topic studied:

- Carbon-based fuels
- Measuring changes in chemical reactions
- Primary galvanic cells and fuel cells as sources of energy
- Rates of chemical reactions
- Production of chemicals using electrolysis

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

Topics studied:

- Structure, nomenclature and properties of organic compounds
- Reactions of organic compounds
- Laboratory analysis of organic compounds
- Instrumental analysis of organic compounds
- Medicinal chemistry
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials? (Student-designed investigation)

Prerequisites for Units 3 & 4 Chemistry: Students must study Units 1 & 2 Chemistry prior to taking Units 3 & 4 Chemistry.

Assessment may include:

- Tests
- practical work
- problem solving activity data analysis
- Scientific posters
- Examination

Recommended for students who:

- wish to undertake a range of inquiry tasks both collaboratively and independently.
- enjoy a variety of tasks including laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases.
- Want to pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

Complementary subjects:

- Physics
- Biology
- Mathematical Methods

For more information contact:

- Ms Smith, Ms Elsden

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ENVIRONMENTAL SCIENCE

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx

Unit 1: How are Earth's dynamic systems interconnected to support life?

Topics:
- Investigation of local ecosystems
- Earth systems thinking
- Earth's dynamic systems
- Data and modelling
- Managing environmental challenges
- Investigation design
- Scientific evidence
- Science communication

Unit 2: What affects Earth's capacity to sustain life?

Topics:
- Pollution effects on Earth's systems
- Managing pollution
- Sustainable food systems
- Maintaining food and water security
- Scientific evidence
- Science communication

Unit 3: How can biodiversity and development be sustained?

Topics:
- Importance of biodiversity
- Biodiversity changes over time
- Assessing changes in species diversity
- Threats to biodiversity
- Protection and restoration of biodiversity
- Case study overview
- Sustainability principles
- Environmental decision-making and management
- Case study evaluation

Unit 4: How can climate change and the impacts of human energy be managed?

Topics:
- Major factors that affect Earth's climate
- Understanding climate change
- Managing climate change
- Comparison of different energy sources
- Managing the impacts of human energy use
- Investigation design
- Scientific evidence
- Science communication

Assessment may include:
- Practical Investigation
- Test
- Case Study
- Examination
- Structured Scientific Poster
- Multimodal Presentation

Recommended for students who:
- Have a strong curiosity about the world around them and the impact on the Earth of human activity
- Are interested in undertaking a range of inquiry tasks: laboratory investigations, fieldwork that may also involve use of technologies and sampling techniques, case studies and simulations.
- Can formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, and communicate their findings.

Complementary subjects:
- Geography
- Biology
- Health &Human Development
- Outdoor Education

For more information contact:
- Mr Brick

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE PHYSICS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx

Unit 1: How is energy useful to society?

Students:

- model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy and explore the transfer of energy from the nucleus through the processes of fission and fusion.
- investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

Students:

- describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. They consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. Students apply mathematical models during experimental investigations of motion, and apply their understanding of motion and force through a case study.
- draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3: How do fields explain motion and electricity?

Students:

- investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of, and the force on, an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.
- analyse and evaluate an electricity generation and distribution system.

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

Students

- analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Assessment may include:

- Topic Tests,
- Summary of practical work,
- Practical investigations,
- Examination

Recommended for students who:

- have an interest in the ideas and models used by physicists in an attempt to understand and explain the world.
- like to conduct experiments and developing models and theories.
- wish to investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.
- wish to pursue an engineering pathway

Complementary subjects:

- Chemistry
- Mathematical Methods
- Specialist Mathematics

For more information contact:

- Mr McKenzie, Ms Kaur

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE PSYCHOLOGY

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx

Unit 1: How are behaviour and mental processes shaped?

Students:

- examine the complex nature of psychological development
- examine the contribution that classical and contemporary knowledge from Western and non-Western societies, has made to an understanding of psychological development , psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.
- investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour
- A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3.

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

Students:

- explore how the understanding of brain structure and function has changed over time
- develop their understanding of how the brain enables humans to interact with the external world around them and analyse the interactions between different areas of the brain that enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions.
- consider how the brain changes with age and experience.
- explore neuroplasticity as the result of experience and brain trauma.

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

Students:

- examine the functioning of the nervous system to explain how a person interacts with their world.
- explore how stress may affect a person's psychological functioning.
- investigate mechanisms of memory and learning leading to the acquisition of knowledge, development of capacities and changed behaviours.
- consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is mental wellbeing developed and maintained?

Students:

- examine consciousness and its link to mental processes and behaviour.
- consider the role of sleep and the impact of sleep disturbances on a person's functioning.
- explore the mental health continuum and apply a biopsychosocial approach to analyse mental health and disorders.
- use a specific phobia to illustrate the development and management of a mental disorder is an interaction between biological, psychological and social factors.

Assessment may include:

- Oral presentation
- Practical Investigation
- Essay
- Test,
- Structured Questions

Recommended for students who:

- have strong scientific literacy and experimental design skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key science skills
- can apply psychological knowledge to a scenario; clearly identifying relevant theoretical concepts by linking to references in the scenario
- can explain concepts concisely in written form

Complementary subjects:

- English,
- Biology
- Health & Human Development

For more information contact:

- Ms Finlayson, Ms Panayiotou, Ms Ford

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE 1&2 APPLIED COMPUTING 3&4 SOFTWARE DEVELOPMENT

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/Index.aspx

Unit 1: Data analysis and programming

Students:

- respond to a teacher provided analysis of requirements and designs.
- identify and collect data in order to present their findings as data visualizations.
- present work that includes database, spreadsheet and data visualisations.
- select and use a programming language to create a working software solution and engage in all stages of the problem-solving methodology.

Unit 2: Innovative solutions and network security

Students:

- create a prototype or product.
- develop an innovative solution to an identified need or opportunity.
- investigate the use of digital devices, emerging technologies and their applications.
- use software to record the identification and sequencing of tasks, time allocation, milestones, dependencies and critical path.
- apply computational, design and systems thinking skills when developing solution designs.

Unit 3 & 4: Software development

Students:

- examine design tools to interpret the requirements for developing working software modules
- focus on features of the chosen programming language.
- examine range of methods is used to collect data for analysis.
- develop and test a software solution that meets specific requirements
- examine the risks to software and data
- apply systems thinking skills when evaluation software development security strategies

Please note subject is due to have an updated Study Design for 2025, so the content may change.

Assessment may include:

- Reports
- Computer programming
- Developing working modules
- Structured Questions
- Test

Recommended for students who:

- have strong literacy and experimental design skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key programming skills
- can explain concepts concisely in a written form
- can apply analytical knowledge in designing solutions; clearly defining system requirement specifications (SRS) before developing a software solution

Complementary subjects:

- English
- Maths
- Business Management

For more information contact:

- Ms Buttigieg

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE FOOD STUDIES

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foodstudies/Pages/Index.aspx

Unit 1: Food Origins

Students:

- investigate the origins and roles of food through time and across the world.
- explore how humans historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.
- inquire into one particular food-producing region of the world.
- look at Australian indigenous food prior to European settlement, food pattern changes, and the influence of food production, processing and manufacturing industries and immigration.
- investigate cuisines reflect on the concept of an Australian cuisine.
- complete topical and contemporary practical activities.

Unit 2: Food Makers

Students:

- investigate food systems
- focus on commercial food production industries in AoS1, and
- look at food production in domestic and small-scale settings, as both a comparison and complement to commercial production, in AoS 2.
- gain insight into the significance of food industries to the Australian economy.
- use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.
- design new food products and adapt recipes to suit particular needs and circumstances.
- consider the extension of their role as small-scale food producers by exploring entrepreneurial opportunities.

Unit 3: Food in Daily Life

Students:

- explore the science of food: physical need for it, how it nourishes and sometimes harms our bodies.
- investigate food appreciation, the physiology of eating and digestion, and the role of diet on gut health.
- analyse the scientific evidence of the AGTHE and develop their understanding of diverse nutrient requirements.
- focus on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.
- inquire into the ways in which food information can be filtered and manipulated.
- plan and prepare nutritious food to cater for various dietary needs.

Unit 4: Food Issues, challenges and futures

Students:

- examine debates about Australia's food systems and describe key issues relating to adequately feeding a rising world population.
- focus on food information and misinformation and the development of food knowledge, skills and habits to empower consumers' food choices.
- consider how to assess information and draw evidence-based conclusions, to navigate food fads, trends and diets.
- interpret food labels and analyse marketing terms used on food packaging.
- focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

Assessment may include:

- Oral presentations
- Practical activities
- Extended response
- Structured questions
- Written report
- Examination

Recommended for students who:

- have strong literacy and nutritional design skills
- are able to interconnect the different areas of study, as well as the relationship between key knowledge and key skills
- can apply Food knowledge to a scenario; clearly identifying relevant theoretical concepts by linking to references in the scenario
- can explain concepts concisely in written form

Complementary subjects:

- English
- PE
- Health & Human Development

For more information contact:

- Ms K Torcasio

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE PRODUCT DESIGN & TECHNOLOGIES (NON-RESISTANT: TEXTILES)

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Unit 1: Design Practices

Students:

- explore how designers collaborate and work in teams; they consider the processes to conduct research and the techniques to generate ideas and design products.
- practise using critical, creative and speculative thinking strategies.
- use drawing systems – both manual and digital – to develop graphical product concepts.
- experiment with materials, tools and processes to prototype and propose physical product concepts.
- analyse and evaluate existing products.
- understand the importance of a design brief, learning about factors that influence design, and use the Double Diamond design approach as a framework.

Unit 2: Positive impacts for End Users

Students:

- look outward, both locally and globally, to research the diverse needs of end users.
- explore how inclusive product design solutions can support belonging, access, usability and equity.
- examine social and/or physical influences on design.
- formulate a profile of an end user(s), research and explore their specific needs or opportunities, and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Unit 3: Ethical Product Design and Development

Students:

- research a real personal, local or global need or opportunity with explicit links to ethical considerations.
- conduct research to generate product concepts and a final proof of concept for a product solution.
- analyse available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.
- examine design, development and production within industrial settings.
- research and investigate designs across a range of specialisations that include historical iconic designs; designs with inbuilt obsolescence; products fast to the market; products designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature.

Unit 4: Production and Evaluation of Ethical Designs

Students:

- collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply research and findings to their designed solution.
- focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through investigation and analysis of current, emerging and future technologies and market trends.
- make the product designed in Unit 3, using materials, tools and processes safely and responsibly, monitoring and recording their progress and justifying decisions and modifications.
- evaluate their product and existing products using criteria, data and feedback, suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

Assessment may include:

- Folio Development
- Production
- Oral Presentation
- Written Essays
- Structured Case Study Response

Recommended for students who:

- Have an enthusiastic attitude toward design
- Enjoy hands on learning using tools and equipment to create products
- Enjoy working collaboratively in teams or individually
- Enjoy creative problem solving of a real end-user need
- Use design thinking and develop their understanding of a situation
- Have excellent organisational and time management skills to meet deadlines

Complementary subjects:

- English
- Studio Arts
- Visual Communications
- IT, Food Studies

For more information contact:

- Ms K Torcasio

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE PRODUCT DESIGN & TECHNOLOGIES (RESISTANT: WOOD)

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/productdesign-and-technology/Pages/Index.aspx

Unit 1: Design Practices

Students:

- explore how designers collaborate and work in teams; they consider the processes to conduct research and the techniques to generate ideas and design products.
- practise using critical, creative and speculative thinking strategies.
- use drawing systems – both manual and digital – to develop graphical product concepts.
- experiment with materials, tools and processes to prototype and propose physical product concepts.
- analyse and evaluate existing products.
- understand the importance of a design brief, learning about factors that influence design, and use the Double Diamond design approach as a framework.

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- evaluate their product and existing products using criteria, data and feedback, suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

Assessment may include:

- Folio Development
- Production
- Oral Presentation
- Written Essays
- Structured Case Study Response

Recommended for students who:

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- Enjoy creative problem solving of a real end-user need
- Use design thinking and develop their understanding of a situation
- Have excellent organisational and time management skills to meet deadlines

Complementary subjects:

- English
- Studio Arts
- Visual Communications
- IT, Food Studies

For more information contact:

- Ms K Torcasio

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ART CREATIVE PRACTICE

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/index.aspx

Unit 1: Interpreting artworks and exploring the Creative Practice.

Students:

- On completion of this unit the student should be able to discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.
- Students produce a range of personal visual responses to a selection of set tasks, showing the exploration of ideas, materials and techniques in at least three art forms
- Students document their use of the Creative Practice, including annotated personal visual responses to a selection of set tasks.

Unit 2: Interpreting artworks and developing the Creative Practice.

Students:

- On completion of this unit the student should be able to use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.
- students use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Unit 3: Investigation, ideas, artworks and the Creative Practice

Students:

- Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.
- Apply and explore ideas and an area of personal interest using the Creative Practice.
- Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Students:

- Document the use of the Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.
- Use the Creative Practice to resolve and present a Body of Work.

This study design is the equivalent to the previous VCE Art course.

Assessment may include:

- Practical Folio
- Practical Investigation
- Analysis of Artists
- Analysis of Gallery Spaces
- Structured Questions

Recommended for students who:

- have a strong creative drive and are interested in exploring art as a way of communicating key meanings and messages.
- are interested in exploring the aesthetic qualities of art using their chosen medium (photography, drawing, painting, 3D sculptures, film, mosaic, and many more).
- have an aptitude for analysing artworks and artists' processes, then justifying answers using appropriate visual language.

Complementary subjects:

- Media
- Visual Communication Design
- English

For more information contact:

- Mr Gilchrist
- Mr Carron

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE ART MAKING AND EXHIBITING

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx

Unit 1: Explore, expand and investigate

Students:

- record and document art making in the Visual Arts journal using written and visual material.
- develop at least one finished artwork from the experimental works completed in Area of Study 1. The finished artwork demonstrates:

Unit 2: Understand, develop and resolve

Students:

- design and curate a thematic exhibition of six artworks:
- explore aesthetic qualities and the use of materials, techniques and processes in artworks.
- present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

Unit 3: Collect, extend and connect

Students:

- Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Unit 4: Consolidate, present and conserve

Students:

- Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- Plan and display at least one finished artwork in a specific art form, and present a critique.
- Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

This study design is the equivalent to the previous VCE Studio Arts course.

Assessment may include:

- Practical Folio
- Practical Investigation
- Analysis of Artists
- Analysis of Gallery Spaces
- Structured Questions

Recommended for students who:

- have a strong creative drive and are interested in exploring art as a way of communicating key meanings and messages.
- are interested in exploring the aesthetic qualities of art using their chosen medium (photography, drawing, painting, 3D sculptures, film, mosaic, and many more).
- have an aptitude for analysing artworks and artists' processes, then justifying answers using appropriate visual language.

Complementary subjects:

- Media
- Visual Communication Design
- English

For more information contact:

- Mr Gilchrist
- Mr Carron

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE MEDIA

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Media/Pages/Index.aspx

Unit 1: Media forms, representations and Australian stories

Students:

- develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms
- develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style
- develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms

Unit 2: Narrative across media forms

Students:

- further develop an understanding of the concept of narrative in media products and forms in different contexts
- analyse the influence of developments in media technologies on individuals and society
- undertake production activities to design and create narratives

Unit 3: Media narratives and pre-production

Students:

- explore stories that circulate in society through media narratives
- assess how audiences from different periods of time and contexts read narratives
- use the pre-production stage of the media production process to design the production of a media product for a specified audience
- experiment with media technologies to develop skills in their selected media form

Unit 4: Media production and issues in the media

Students:

- focus on the production and post-production stages of the media production process
- refine their media production in response to feedback and through personal reflection
- explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry

Assessment may include:

- Extended Response Questions
- Research
- Folios
- Variety of Media Products

Recommended for students who:

- can examine the media in both historical and contemporary contexts.
- want to develop skills in media design and production in a range of media forms.
- can examine debates about the media's role in contributing to and influencing society.

Complementary subjects:

- Studio Arts
- Visual Communication Design
- Drama
- Literature

For more information contact:

- Ms Finlayson

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE VISUAL COMMUNICATION DESIGN

https://www.vcaa.vic.edu.au/visualcommunicationdesign/

Unit 1: Finding, reframing and resolving design problems

Students:

- identify and analyse past, present and personal conceptions of good design across various design fields
- apply the Discover and Define stages of the VCD design process.
- apply the Develop and Deliver stages of the VCD design process to address a communication need.
- apply two-dimensional drawing methods, such as technical flats or third-angle orthogonal projections, to depict objects from multiple views
- apply three-dimensional drawing methods, such as isometric or perspective drawing, to represent the form and structure of objects

Unit 2: Design contexts & connections

Students:

- apply the stages of the VCD design process to generate, refine, resolve and present an environmental design solution
- use divergent and convergent thinking strategies to generate ideas and resolve design solutions
- use divergent and convergent thinking strategies to generate ideas and resolve design solutions

Unit 3: Visual communication in design practice

Students:

- apply visual communication practices and processes used by contemporary designers in selected field(s) of design practice
- analyse and evaluate applications of methods, media and materials, and design elements and principles in selected design examples
- apply legal and ethical obligations relevant to the designer's work
- document a brief defining two distinct communication needs and presenting design criteria including purposes, contexts, audience or user characteristics and design constraints

Unit 4: Delivering design solutions

Students:

- apply the Deliver phase of the VCD design process
- test and evaluate the suitability and quality of refined design concepts, drawing on the requirements of the brief
- select suitable presentation formats that meet communication needs defined in the brief
- select and apply a range of methods, media and materials to deliver distinct design solutions

Assessment may include:

- Drawing Folios
- Annotations
- Analysis
- Design Folio
- Structured Questions

Recommended for students who:

- have strong experimental design skills and an inquiring mind.
- are risk takers and apply creative problem solving techniques.
- have an interest in creativity and design.
- are able to think to deeply to explore convergent, divergent and lateral design thinking ideology.
- have a strong work ethic.

Complementary subjects:

- Media
- Studio Arts
- Product Design and technology

For more information contact:

- Mr Gilchrist
- Mr Carron & Mr Grech

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

VET AT MARYMEDE

VET is offered to students from Years 10 through to 12 at Marymede. It is a **compulsory part of the VCE - Vocational Major program** and can be included to compliment a VCE program.

VET studies can contribute to a VCE students' ATAR and also provide them with a qualification at a Certificate II or III level. VET courses undertaken on site at Marymede do not incur any additional costs over and above school fees. However, those students who access VET qualification through the NMVC are charged a VET levy. In 2024 the VET levy was $315.

All VET studies can be included in a VCE program, some studies are examined at the end of the 2nd year and do contribute to an individuals Study Score.

VET Offerings onsite at Marymede	
Allied Health Assistance	Dance
Applied Fashion and Technology	Engineering
Building & Construction (Carpentry)	Sport Aquatics & Recreation

Marymede is a member of **Northern Cluster** where you have access to many other VET courses.
You can access the handbook here: https://nmvc.vic.edu.au/vet/vet_programs/#

For more information contact:
Mr Adrien Saliba
Adrien.Saliba@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

CERTIFICATE III ALLIED HEALTH ASSISTANCE

This is a Nationally Accredited Qualification in an area of high demand. Allied Health Assistance is an emerging and growing career option both in public and private sectors.
This course aims to provide students with experience in a variety of Allied Health professions, including the work of physiotherapy, occupational therapy, dietetics, nutrition and speech pathology. It aims to encourage young people to explore the many options available within the Community Health and Hospital environments.
Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand. ATAR: This is a VCE/ VET Scored Assessment.
Structured Workplace Learning: Compulsory 80 hrs over 2 years.

Types of Assessment

- Units of Competency
- Theory
- Practical

Key Information

Students will need to have a good level of Literacy and Numeracy to successfully complete all units.

For more information contact:

- Ms. Voumard
- Mr. Saliba
- **NB:** This is blocked in the Timetable. Students participate in a 3hr class once a week.

*Qualification is run over 2 years.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

CERTIFICATE II APPLIED FASHION AND TECHNOLOGY

This qualification provides an introductory overview of skills that can be applied in the fashion industry. It includes skills in design and production of garments, millinery and the development of unique fashion and textile designs used in Indigenous Australian culture.

Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.
ATAR: Scored assessment is not available

Types of Assessment

- Units of Competency
- Production
- Folios
- Written assessment

Key Information

- Students should be comfortable using the sewing equipment
- An interest in design and sketching is useful

For more information contact:

- Mr Saliba & Ms Maloney
- **NB:** This course is run within the schools normal timetable.

** This Qualification is run over 2 years.

Competencies	
Participate in environmentally sustainable work practices	Identify design process for fashion designs
Work safely	Use a sewing machine for fashion design
Apply quality standards	Produce a simple garment
Draw and interpret a basic sketch	Make a simple headpiece
Modify patterns to create basic styles	Identify fibres, fabrics and textiles used in the TCF industry
Design and produce a simple garment	Produce a simple textile fabric or product
Embellish garment by hand or machine	

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

BUILDING & CONSTRUCTION - CARPENTRY

This course is a partial completion of the Certificate and students will be issued with a Statement of Attainment. The course is designed for students who have an interest in the Building and Construction industry and who may want to become Carpenters. Students are taught 10 core building modules and all of the carpentry stream modules.

Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand. ATAR: Contribution is 10%.
Structured Workplace Learning: Strongly recommended but NOT compulsory.

Types of Assessment

- Units of Competency
- Theory
- Practical

Key Information

Students will need to have a good level of Mathematic knowledge to successfully complete all units.

For more information contact:

- Mr Saliba
  Adrien.Saliba@marymede.vic.edu.au

NB: Students will be required to wear closed toe shoes. Either leather school shoes or work boots.

Work pants must also be worn. Students will be supplied with a High Vis PPE shirt.

All tools and materials are supplied. This is blocked in the timetable.
Students participate in a 4hr class once a week.

- This Qualification is run over 2 years.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

CERTIFICATE II DANCE

This course aims to provide students with industry knowledge and performance skills needed to establish a career in the entertainment industry.
Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.
ATAR: This is a VCE/ VET Scored Assessment.
Structured Workplace Learning: Strongly recommended but NOT compulsory.

Types of Assessment

- Units of Competency
- Theory
- Practical

Key Information

This VCE/VET course is not recommended for students without prior dance experience.

For more information contact:

- Mrs. Bezzina
- Mr. Saliba
  Adrien.Saliba@marymede.vic.edu.au

NB: This course is run in one 4 hour block on a Wednesday

**This Qualification is run over 2 years.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

CERTIFICATE II ENGINEERING

This is a Nationally Accredited Qualification in a specialist area. This course aims to provide students with entry level training in the Engineering/Manufacturing Industries.
The Qualification will provide Students with a Pathway to either further study at TAFE or University or a direct Pathway to employment.

Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work-Related Skills Strand. Structured Workplace Learning: Strongly recommended but Not compulsory.
ATAR: This is a VCE/ VET Scored Assessment.

Types of Assessment

- Units of Competency
- Theory
- Practical

Key Information

Students will need to have a good level of Literacy and Numeracy to successfully complete all units.

For more information contact:

- Mr. Wolstencroft
- Mr. Saliba

NB: Students will be required to wear closed-toe shoes. Either leather school shoes or work boots.

Work pants must also be worn. Students will be supplied with a High Vis PPE shirt.

All tools and materials are supplied.

This class is blocked in the timetable. Students participate in a 4 hour class once a week.

** This Qualification is run over 2 years.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

CERTIFICATE III SPORT AQUATICS AND RECREATION

This aim of this program is to provide specific skills and knowledge to work in the areas of Sport and Recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

Contribution to:
VCE: On completion students will be eligible for credit toward their VCE from Units 1 -4.
VCE - Vocational Major: This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand. ATAR: This is a VCE/ VET Scored Assessment.
Structured Workplace Learning: Strongly recommended but NOT compulsory.

Types of Assessment

- Units of Competency
- Theory
- Practical

Key Information

Students should have a keen interest in the area of Sport and Recreation. A good level of Literacy is required.

For more information contact:

- Ms Savage

Natalie.Savage@marymede.vic.edu.au

- **NB:** This course is run within the school's normal timetable.

* This Qualification is run over 2 years.

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE – VOCATIONAL MAJOR (VM)

VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. VCE -VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. *(All students who choose Vocational Major **MUST** choose a VET Subject as part of the VM program).*

It prepares students to move into apprenticeships, traineeships, further education and training, or directly into the workforce.

The purpose of VCE-VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:
- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Student must apply for VCE - Vocational Major via a form that can be collected from outside Careers office.

For more information contact:

Mr Saliba

Adrien.Saliba@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VCE - Vocational Major LEARNING AREAS

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx

Religious Education

Focuses on engaging students in a range of school based social justice and servant leadership experiences. This study will allow students to participate in a range of activities that explores practical ways they can contribute to our community as well as look at how they can continue to live out key Catholic beliefs beyond Marymede Catholic College.

Literacy

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

Unit 1: Literacy for personal use. Understanding and creating digital texts

Unit 2: Understanding issues and voices. Responding to opinions

Unit 3: Accessing and understanding informational, organisational and procedural texts. Creating and responding to informational, organisational and procedural texts.

Unit 4: Understanding and engaging with literacy for advocacy. Speaking to advise or to advocate.

Numeracy

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

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

Personal Development Skills

Takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences.

Unit 1: Personal identity and emotional intelligence. Community health and wellbeing. Promoting a healthy lifestyle.

Unit 2: What is community? Community cohesion. Engaging and supporting community.

Unit 3: Social awareness and interpersonal skills. Effective leadership. Effective teamwork.

Unit 4: Planning, implementing and evaluating a community program.

Work Related Skills

Examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education.
Unit 1: Future careers. Presentation of career and education goals.
Unit 2: Skills and capabilities for employment and further education. Transferable skills and capabilities
Unit 3: Workplace wellbeing and personal accountability. Workplace responsibilities and rights. Communication and collaboration.
Unit 4: Portfolio development and presentation.

Recommended for students who:

- are a more practical, more hands-on learner who will benefit from hands-on classes rather than the traditional classroom environment
- do not require an ATAR and want a flexible study program that allows students to design a study plan based on their interests and learning needs.

For more information contact:
Mr Saliba

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

STUDENT VIDEOS

Wanting to know more about a subject? Who better to hear from that students themselves. Click below on a subject of interest and you'll be taken to a short student video explaining what the subject is about and what they've enjoyed or found challenging.

Year 9	Digital Technologies Dance Drama Forensic Science Media Music	Photography Outdoor Education Sports Studies – AFL Sports Studies – Soccer Design Technologies – Non-Resistant Materials
Year 10	Change your World Dance Digital Technologies Drama Food Studies	Freedom Fighters Media Music Science for VCE
VCE	Accounting Chemistry Drama Food Studies Geography Health & Human Development History Italian Japanese Media	Music Performance Physical Education Physics Product Design Technology - Textiles Product Design Technology - Wood Psychology Software Development Art Making and Exhibiting Theatre Studies Visual Communication Design
VET	Sport & Recreation	

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

SUBJECT PATHWAYS

When selecting subjects, particularly in the middle years it's important for students to consider the pathways of particular subjects to VCE courses. Each of the domain areas have prepared a summary of their subjects on offer and the interconnectedness of them with student electives at year 10 and 11.

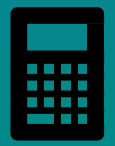
English

Health & Physical Education

Humanities

Languages

Mathematics



Performing Arts

Religious Education

Science

Technologies

Visual Arts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

ENGLISH

At Marymede, English is inspired by the desire for our students to acquire skills for life learning and the ability to enquire and express their findings with accuracy and skill. We ensure the students are exposed to a breadth of texts from 7-12 that are challenging at each level for their language and the authorial intent they derive. Grammar and language control are an integral part of being able to express one's self with precision. As a result, wen endeavour to offer students informal class and homework that looks closely at parts of speech and syntax in isolation to add to the building blocks of spoken English students are already equipped with.

Additionally, we have 'mini-units' of English Literature and English Language that run for brief periods at times throughout the year, to give students an idea of what those subjects look like for possible VCE selection.

Students are given the opportunity to express their ideas and understanding of texts and text-types in a variety of formal and informal settings. Each of the settings and texts have the purpose of broadening students academically; but with the added intent of giving them interpersonal and intrapersonal development.

Domain Leader

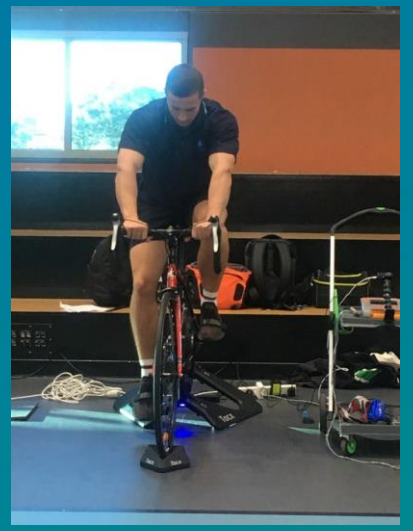
Elly Lanza

Elly.Lanza@marymede.vic.edu.au

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

HEALTH & PHYSICAL EDUCATION

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. This study is approached through both the study of, and participation in, physical activity. This approach provides the means by which theory and practice are integrated. It is important that Marymede students remain active throughout their lives in activities that are of interest, fun and promote a healthy lifestyle. To achieve this, students will participate in a range of activities, which may include both traditional and non-traditional activities. Participation in physical activity and development of skills provide opportunities for students to reflect on factors that affect performance and participation in physical activity.



Domain Leader
Mrs Gaff - melissa.gaff@marymede.vic.edu.au
Mr Tilley - Jaymes.Tilley@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

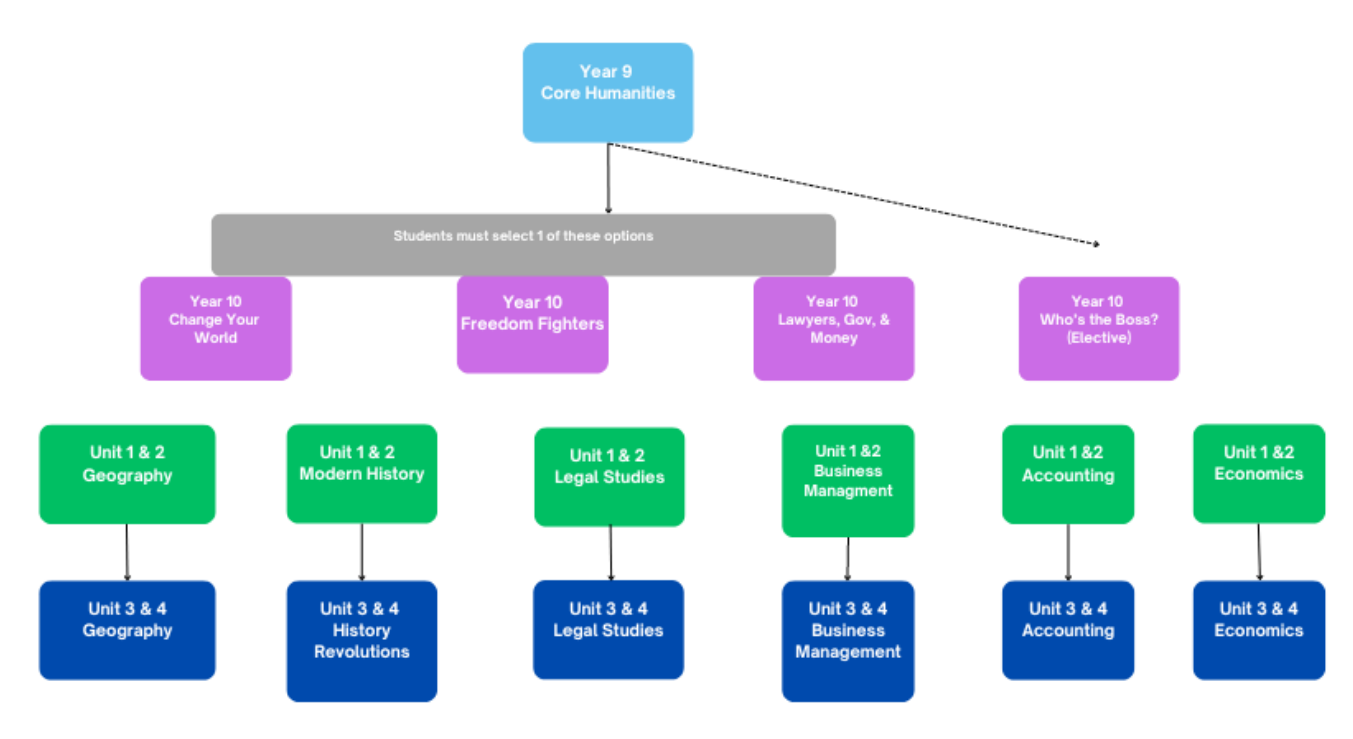
Subject pathways

Careers

Contacts

HUMANITIES

Our Humanities studies encompass a broad choice of subjects designed to engage you with your world. In Year 10, we propose three core choices Freedom Fighters focuses on questions of justice in our past and those who fought for change. Fundamental issues facing our planet and solutions are the geographical foci of Change Your World. Our subject Lawyers, Govs and Money examines law making, governments, politics and principles of economics and accounting. At Year 10, we also offer you the option of Who's The Boss which is your best choice for studies about enterprise and running a business. At Units 1-4 VCE level, we teach five exciting and useful subjects: Legal Studies, Geography, Accounting, Business Management and History (Units 1 & 2 Twentieth Century and Units 3 & 4 Revolutions)



Domain Leader

Mrs Jane Darrou

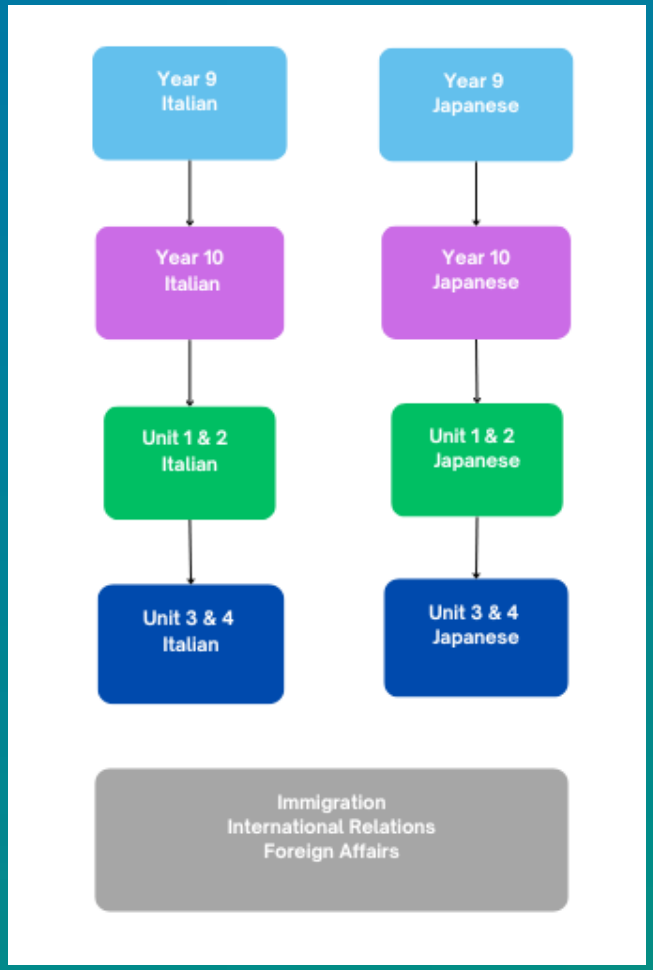
jane.darrou@marymede.vic.edu.au

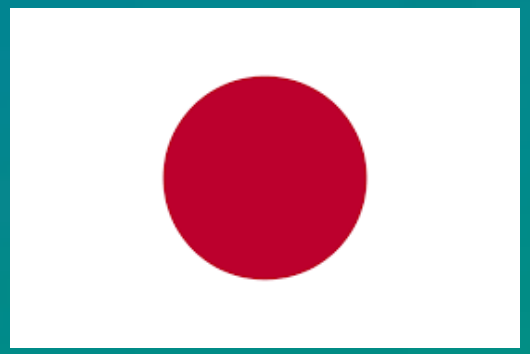
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

LANGUAGES

You've heard all the reasons why some people don't learn languages, many of these founded on long-held myths and misconceptions. The truth is, in today's increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and meaningful way—whether in your neighborhood or thousands of miles away—while better preparing you to compete and succeed in the global economy. Learning a language connects students to other cultures, opens doors around the world and creates future career opportunities.

"Learning a language expands your horizons – I want to encourage all Victorian students to take their language studies through to their VCE.
- James Merlino





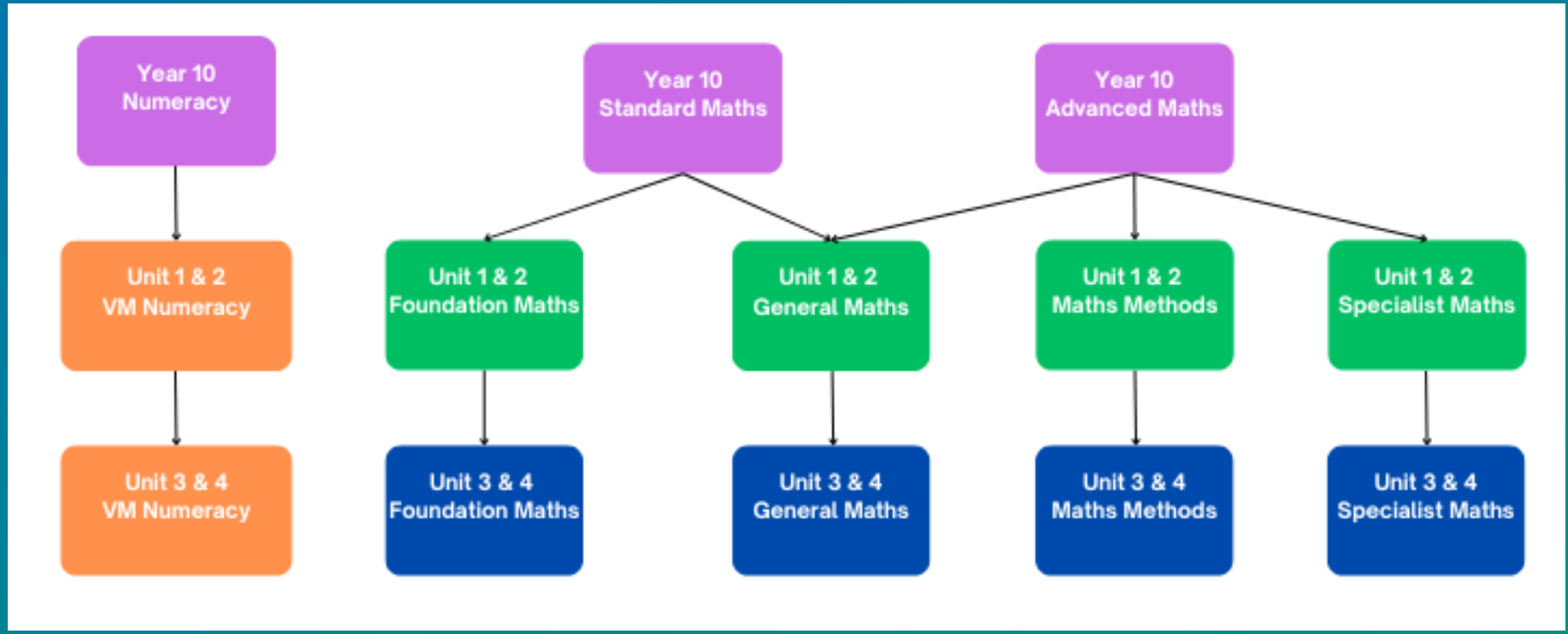
Domain Leader
Anna Liggieri
Anna.Liggieri@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MATHEMATICS

Marymede Catholic College offers the full range of Secondary Mathematics options. Increasingly, our students excel in the challenging Senior VCE subjects after a thorough preparation in Years 7 – 10.



Domain Leader

Mr Dennis Kolasseril Email: Dennis.Kolasseril@marymede.vic.edu.au

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

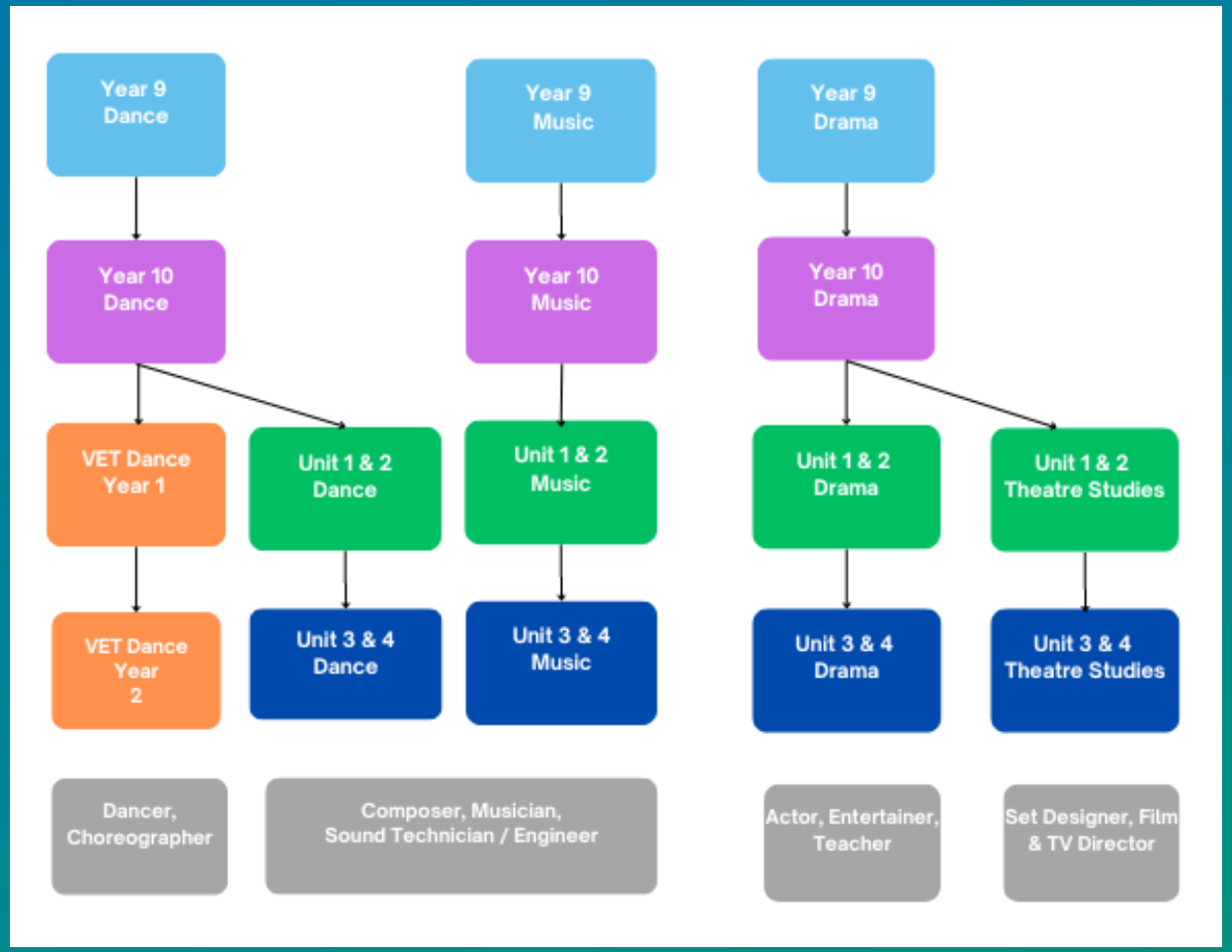
Subject pathways

Careers

Contacts

PERFORMING ARTS

The Performing Arts domain encompasses Dance, Drama, Music and Theatre Studies. Performing Arts students are typically dedicated, passionate and driven when it comes to putting their talents towards their subjects. All subjects involve collaboration and independent learning. These subjects also teach valuable life lessons around organisation, initiative and goal setting as well as the crucial social skills of work and collaborating in teams.



Domain Leader

Ms. Emma Kiely

Emma.Kiely@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

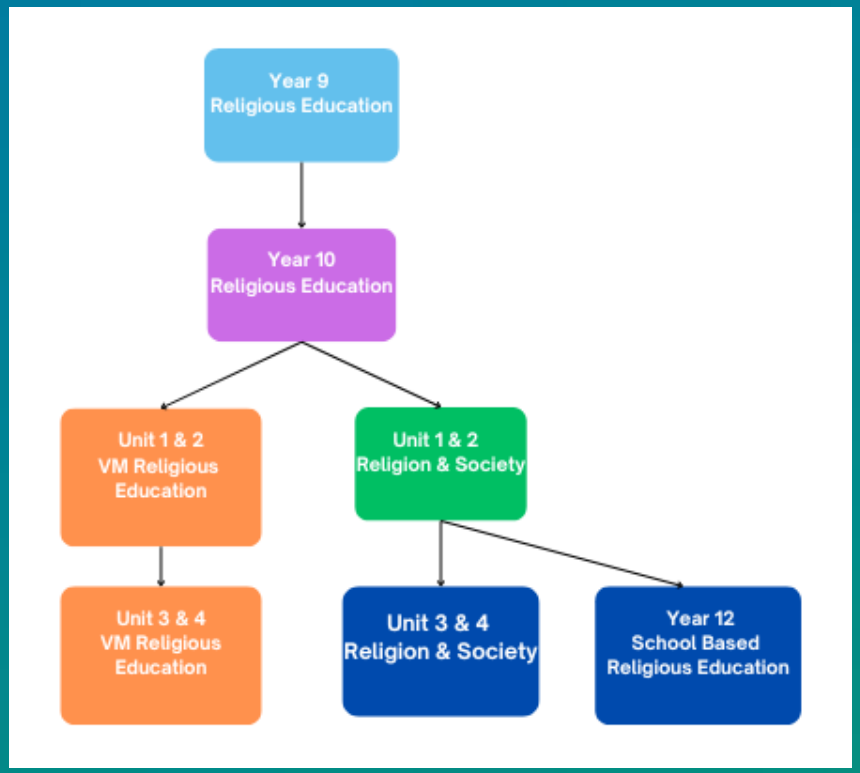
Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

RELIGIOUS EDUCATION

Guided by what we value, at Marymede we are focused on Encountering Christ.
With Mary as our model, we meet Christ in everyday moments to be courageous, compassionate and of service to others.

Throughout the secondary Religious Education curriculum, students explore beliefs, Catholic tradition and other key world religions, scripture and social justice. Students develop an understanding of what it means to be a good Christian living as a disciple of Christ. Religious Education provides students with the opportunity to explore the idea of faith and dialogue with each other about big life questions and issues considering Catholic teachings.

Religious Education is a core subject that students undertake from years 7-12. In addition to the curriculum program, students participate in a range of social justice activities and spiritual experience. These include – Project Compassion, Reconciliation, House Charity Fundraising, Mini Vinnies Winter and Christmas Appeals, Reflection Days, Retreats, Liturgical Celebrations and regularly attending our College Chapel for prayer. In year 12, students have an opportunity to participate in a School Based Religious Education Program that explores practical ways that students can continue to live out key Catholic beliefs in year both year 12 and life beyond Marymede Catholic College.



- **Social Justice**
- Project Compassion
- Reconciliation
- House Charities
- Mini Vinnies

Religious Education Leader
Ms. Kathy Difrancesco
Kathy.Difrancesco@marymede.vic.edu.au

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

Home

Timeline

Year 8

Year 9

Year 10

VCE

VET

VCE - Vocational Major

Student Videos

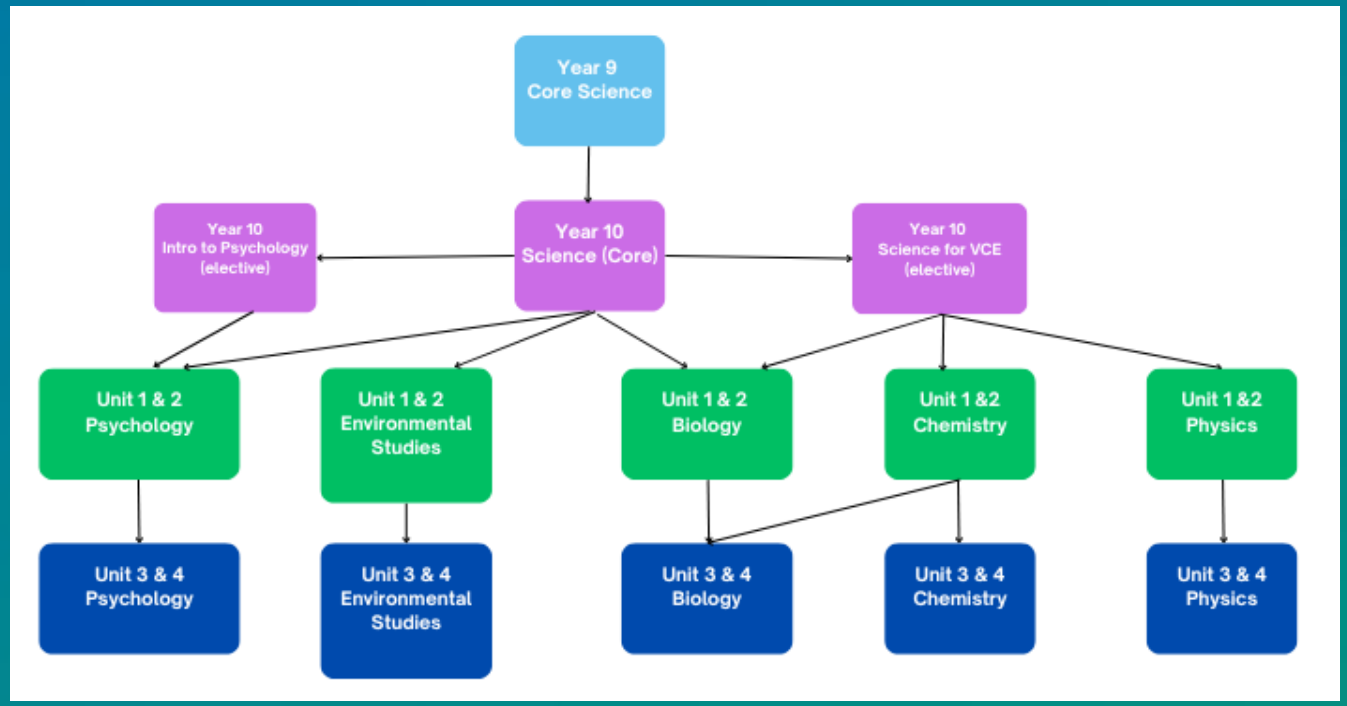
Subject pathways

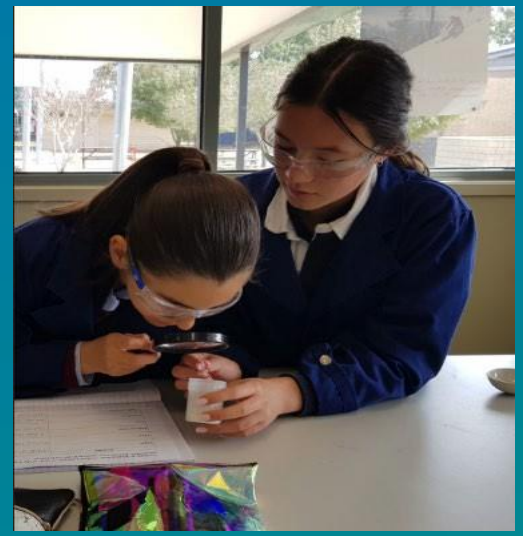
Careers

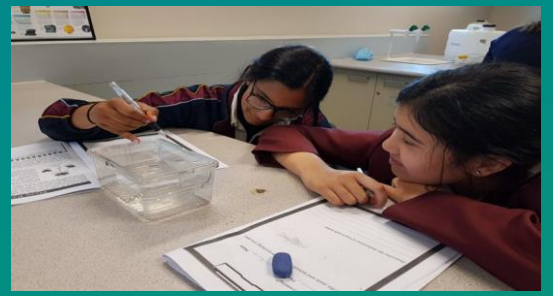
Contacts

SCIENCE

The Science courses and electives offered enable students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. They are provided with the opportunity to develop an understanding of important scientific concepts and, through practical activities, experience how these concepts apply to the world around them. Through practical investigations, student develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The integrated and research-based approach to science education, ensures every student has engaging, supportive and challenging opportunities.







Domain Leader

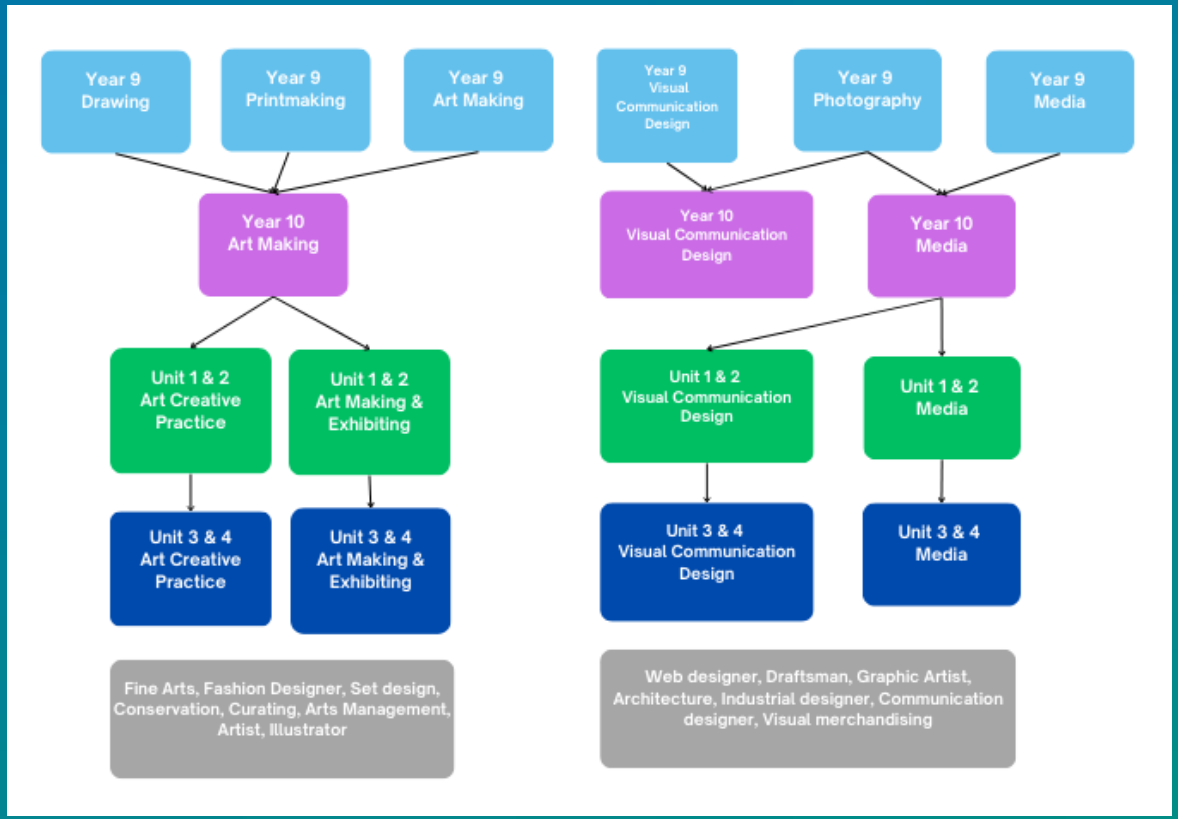
Russell McKenzie

russell.mckenzie@marymede.vic.edu.au

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

VISUAL ARTS

Students experience skills and creative activities they may never have had the opportunity to experience before. Filmmaking, photography, ceramics, drawing, painting and construction methods can be explored by students during their Secondary School years. Students have the opportunity to visit galleries and television studios, and engage with guest speakers from the design industry. Visual Arts students have their work showcased in College exhibitions and film festivals in addition to being published in the 'Shared Stories' anthology. Marymede Catholic College offers four art and design rooms, a ceramics room, an editing lab and a media/photography studio. Students have an excellent choice in a variety of specialist materials. They also use computers, 3D printers and industry standard software to develop their final designs, edit videos and manipulate images.



Domain Leader

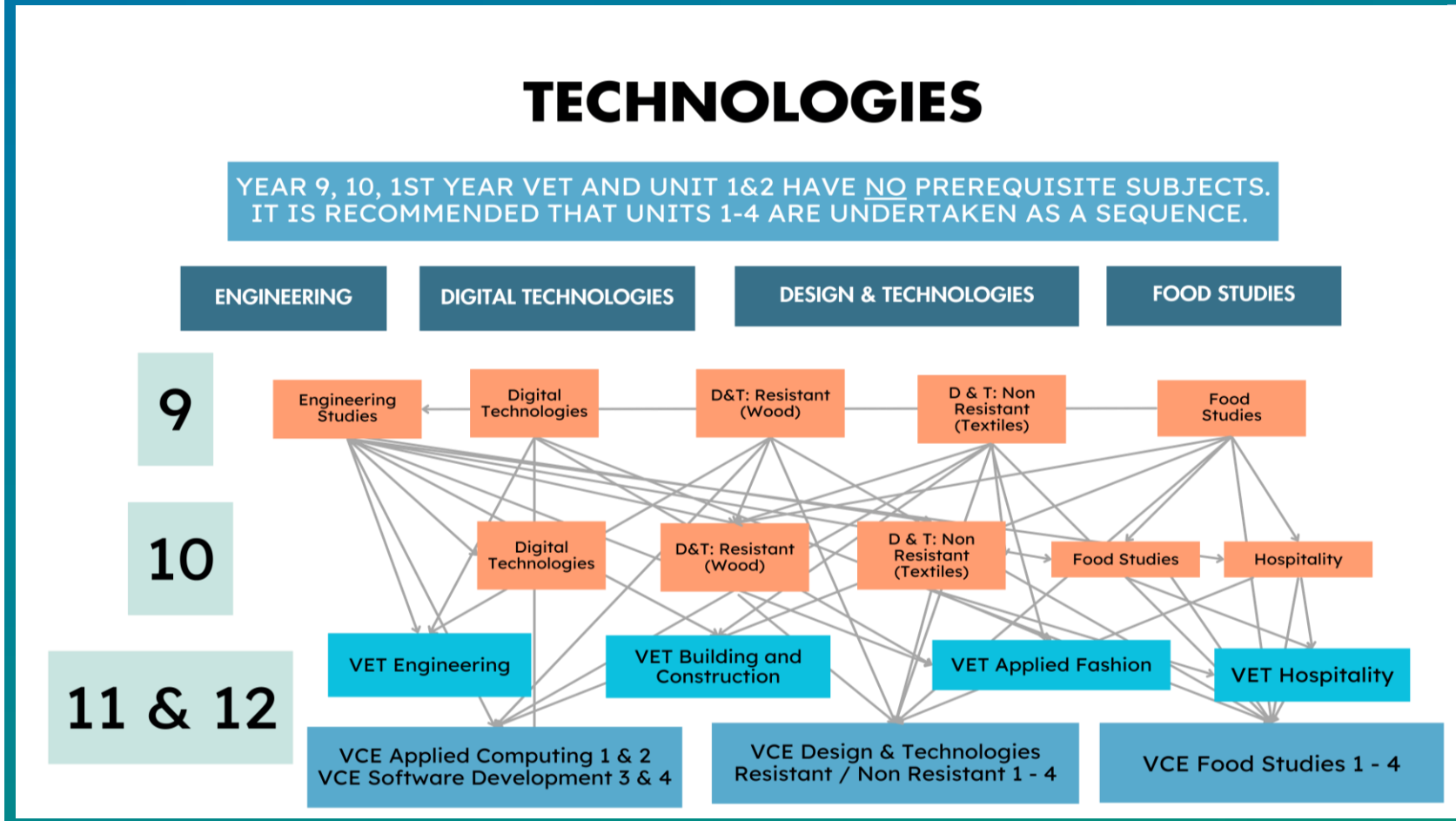
Jason Gilchrist –

Jason.Gilchrist@marymede.vic.edu.au

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

TECHNOLOGIES

The word 'technology' means many things to different people. At Marymede Catholic College, learners in the Technologies Domain are encouraged to think innovatively and creatively in responding meaningfully to a vast array of contexts. The skills developed in understanding problems, designing solutions, and planning for safe and effective production of these solutions go beyond just the subjects and the classroom, instead fostering a broad skill set to help students in their daily lives. In creating a culture of holistic development in the Technologies Domain, students are more likely to thrive as a natural response to their interests and passions. These interests and passions form the basis for an environment which nurtures, challenges, adapts and responds to the needs of students who will lead Marymede not just tomorrow, but today.



Domain Leader:

Ms Kat Torcasio
Kat.Torcasio@marymede.vic.edu.au

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
—In the way of Mary—

CAREERS

VTAC has released a series of resources to support students with subject selections, searching for tertiary courses and the tertiary application process. Students and parents are encouraged to access the resources below:

Year 10 Guide - assists students in choosing senior secondary studies for the right reason. It contains information about researching tertiary education, choosing senior secondary subjects, and how the ATAR is calculated. http://vtac.edu.au/y10guide.html

Year 11 Guide - provides information about researching tertiary education, choosing year 12 studies, and understanding the ATAR. https://vtac.edu.au/guides/y11guide

Year 12 Guide - provides information about researching tertiary courses, including meeting course requirements, and a guide through the stages of the VTAC application process, including applying for courses, SEAS, and Scholarships. https://vtac.edu.au/guides/y12guide

Home
Timeline
Year 8
Year 9
Year 10
VCE
VET
VCE - Vocational Major
Student Videos
Subject pathways
Careers
Contacts

MARYMEDE CATHOLIC COLLEGE
In the way of Mary

CONTACTS

Michelle Robertson	Deputy Principal Differentiated Educational Practice P-12	Michelle.Robertson@marymede.vic.edu.au
Carmel Delzoppo	Director Differentiated Educational Practice 7-12	Carmel.Delzoppo@marymede.vic.edu.au
Taryn Bates	Director Differentiated Educational Practice 7-12 Doreen	Taryn.Bates@marymede.vic.edu.au
Maria Esnouf	Careers Coordinator	Maria.Esnouf@marymede.vic.edu.au
Sonia Finlayson	VCE Coordinator	Sonia.Finlayson@marymede.vic.edu.au
Adrien Saliba	Leader of Learning & Classroom Practice – Vocational Learning	Adrien.Saliba@marymede.vic.edu.au
Melanie Maloney	Vocational Learning Curriculum Leader	Melanie.Maloney@marymede.vic.edu.au
Kathy Difrancesco	Religious Education Curriculum Leader	Kathy.Difrancesco@marymede.vic.edu.au
Elly Lanza	Leader of Learning & Classroom Practice - English	Elly.Lanza@marymede.vic.edu.au
Dennis Kolasseril	Leader of Learning & Classroom Practice – Mathematics	Dennis.Kolasseril@marymede.vic.edu.au
Jane Darrou	Leader of Learning & Classroom Practice - Humanities	Jane.Darrou@marymede.vic.edu.au
Russell McKenzie	Leader of Learning & Classroom Practice - Science	Russell.McKenzie@marymede.vic.edu.au
Jaymes Tilley	Health & PE Convener Years 7-9	Jaymes.Tilley@marymede.vic.edu.au
Melissa Gaff	Health & PE Convener Years 10 -12	Melissa.Gaff@marymede.vic.edu.au
Emma Kiely	Leader of Learning & Classroom Practice - Performing Arts	Emma.Kiely@marymede.vic.edu.au
Jason Gilchrist	Leader of Learning & Classroom Practice - Visual Arts	Jason.Gilchrist@marymede.vic.edu.au
Anna Liggieri	Leader of Learning & Classroom Practice - Languages	Anna.Liggieri@marymede.vic.edu.au
Kat Torcasio	Leader of Learning & Classroom Practice - Technologies	Kat.Torcasio@marymede.vic.edu.au