

**Marian College**

# **SUBJECT INFORMATION**

## **2023**

### **Years 9 to 12**



*A Kildare Education Ministries school  
in the Brigidine tradition*



# The Culture of Learning at Marian College

## Our Commitment to Learning

We encourage excellence and perseverance in learning

We strive for continuous improvement.



## Student Learning- Action Statement

### I WILL:

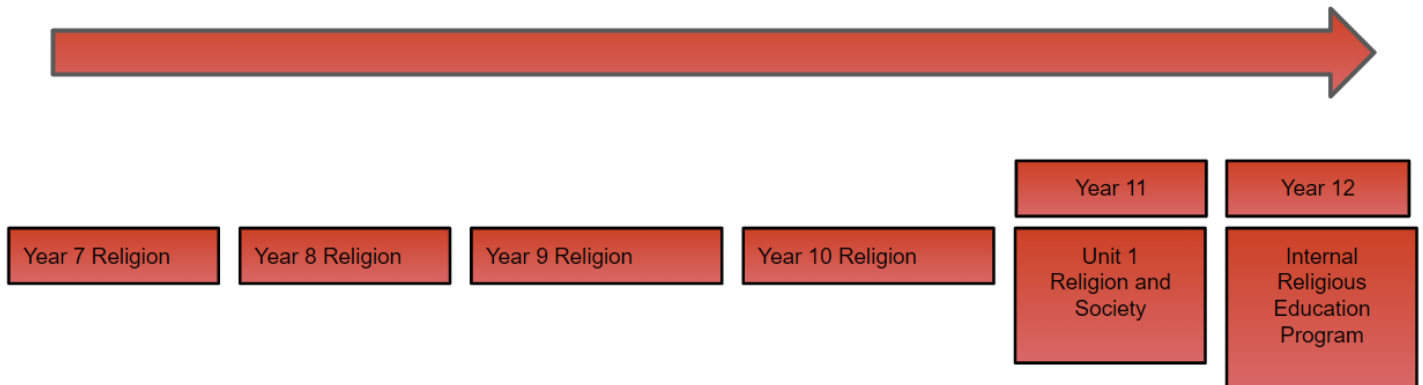
- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow



# Timetable

TA / Homeroom	8.52am – 8.58am	6 minutes
Period 1	9.00am – 10.00am	1 hour
Period 2	10.02am – 11.02am	1 hour
<b>Long break</b>	<b>11.02am – 11.46am</b>	<b>44 minutes</b>
Period 3	11.50am – 12.50am	1 hour
Period 4	12.52am – 1.52pm	1 hour
<b>Short break</b>	<b>1.52pm – 2.14pm</b>	<b>22 minutes</b>
Period 5	2.16pm – 3.16pm	1 hour

# Religious Education



## Year 9

Students study the following units of work for Religious Education:

- Pre-Christian Spirituality: Indigenous Australians
- They Mysteries of the Risen Christ
- Living the Scripture
- Communities in Faith

## Year 10

Students study the following units of work for Religious Education:

- Pre-Christian Spirituality: Celtic
- Hope in New Life
- Cross Roads
- The Church that Grows

# Religious Education

## Year 11

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making?

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

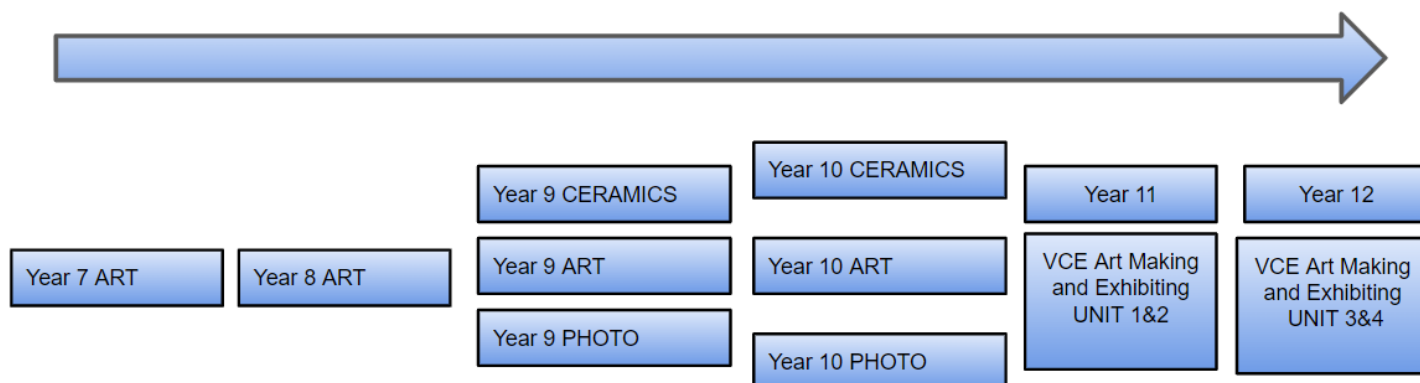
## Year 12

Students complete a Marian College based Religious Education program which also centers around the text – “The Road Ahead”, which includes the following areas of study:

- Retreat
- Meditation
- Easter Mass/Liturgy
- Study Skills
- Decision Making
- Social Justice – Fred Hyde Day
- Resilience
- Pastoral Care
- Careers
- Graduation



# Visual Arts



## Year 9

### Art

Students make and respond to visual artworks, adapt ideas, visual images and practises from selected artists and use them to inspire and inform their own personal aesthetic.

### Ceramics

Ceramics students will create both pottery and modelled ceramic sculptural artworks.

### Photography

Students learn the basics of digital photography in the creation of a folio of photographic images.

## Year 10

### Photography

Students will increase skills in the use of digital compact and SLR cameras. They will explore techniques in creating successful imagery through lighting and composition.

### Ceramics

Ceramics comprises both pottery and modelled ceramic sculpture and introduces the very basics of ceramic chemistry and the physics of the ceramic process.

### Studio Art

Students explore the visual art practises and styles as inspiration to develop a personal style and themes in artworks.



# Visual Arts

## VCE

### Art Making and Exhibiting

#### **Unit 1: Explore, expand and investigate**

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.

#### **Unit 2: Understand, develop and resolve**

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

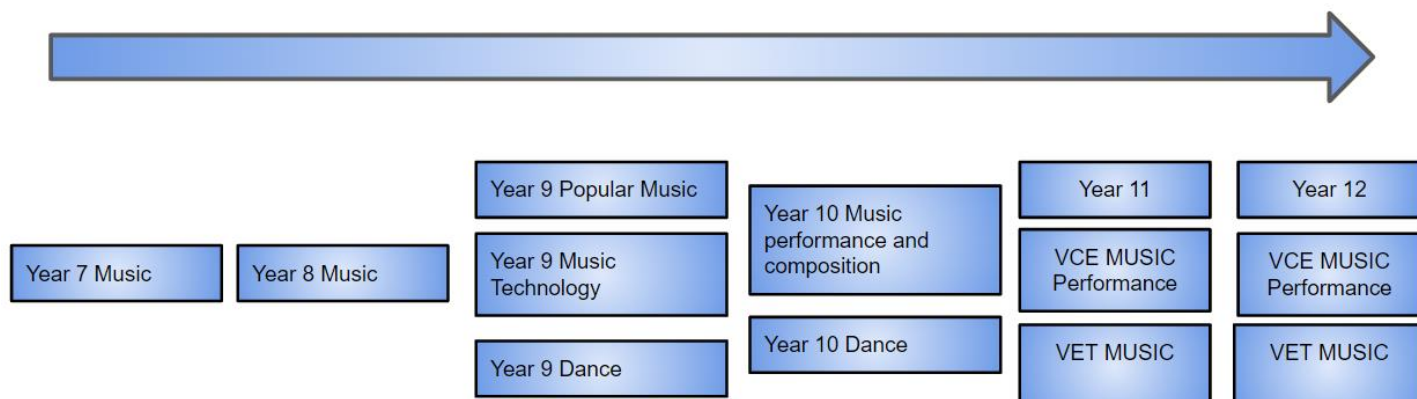
#### **Unit 3: Collect, extend and connect**

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

#### **Unit 4: Consolidate, present and conserve**

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

# Music



## Year 9

### Popular Music

Students explore the history and development of popular music in western culture, focusing particularly on the development of Ragtime, Blues, Swing, Jazz, Rock 'n' Roll and beyond.

### Dance

Students explore the movement of the body in a rhythmic way, usually to music and within a given space.

### DJ/Music Technology

Music Technology explores the study of music using technology in different formats. Students study music through the use of different music programs, particularly working with Garageband & Audacity, Pro Tools, Sibelius, and Notion.

## Year 10

### Music Performance and Composition.

This unit involves the study of performance and composition techniques, focusing particularly on the student's individual instrument/s.

### Dance

Creating music videos through dance.



# Music

## VCE

### VCE Music

#### **Unit 1: Organisation of music**

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

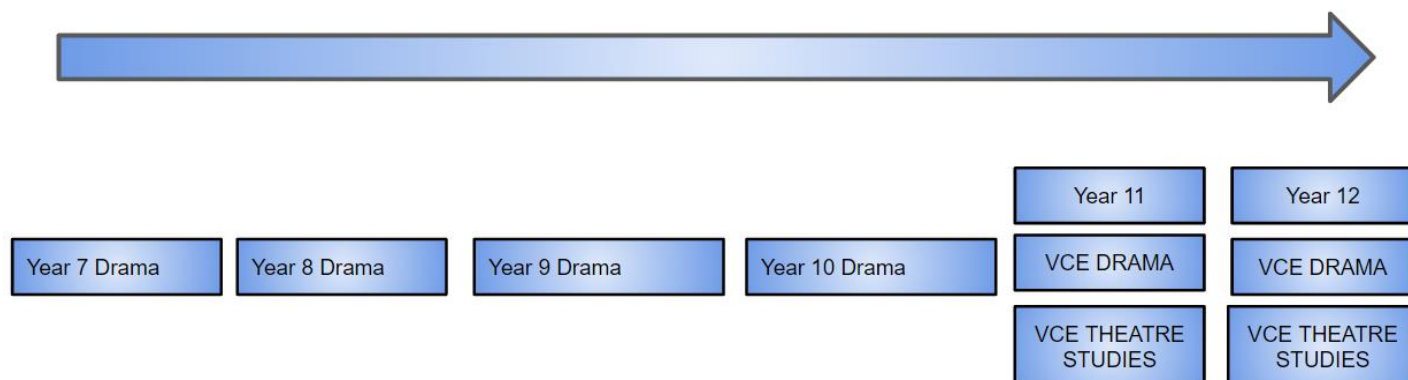
#### **Unit 2: Effect in music**

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

#### **Units 3 and 4: Music inquiry**

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

# Drama



## Year 9

### Drama

This course will incorporate dramatic skills such as auditioning, script reading and characterisation, as well as playmaking techniques.

## Year 10

### Drama and Production

The study of drama involves the exploration of a range of dramatic elements including the development of improvisation and acting skills, script-writing and individual and group performance skills, with an emphasis on the student as actor.

# Drama

## VCE

*VCE Drama Units 3 & 4 or VCE Theatre Studies Units 3 & 4 run alternate years as a combined Year 11 & 12 class.*

### Drama

#### **Unit 3: Devised ensemble performance**

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

#### **Unit 4: Devised solo performance**

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts.

### Theatre Studies

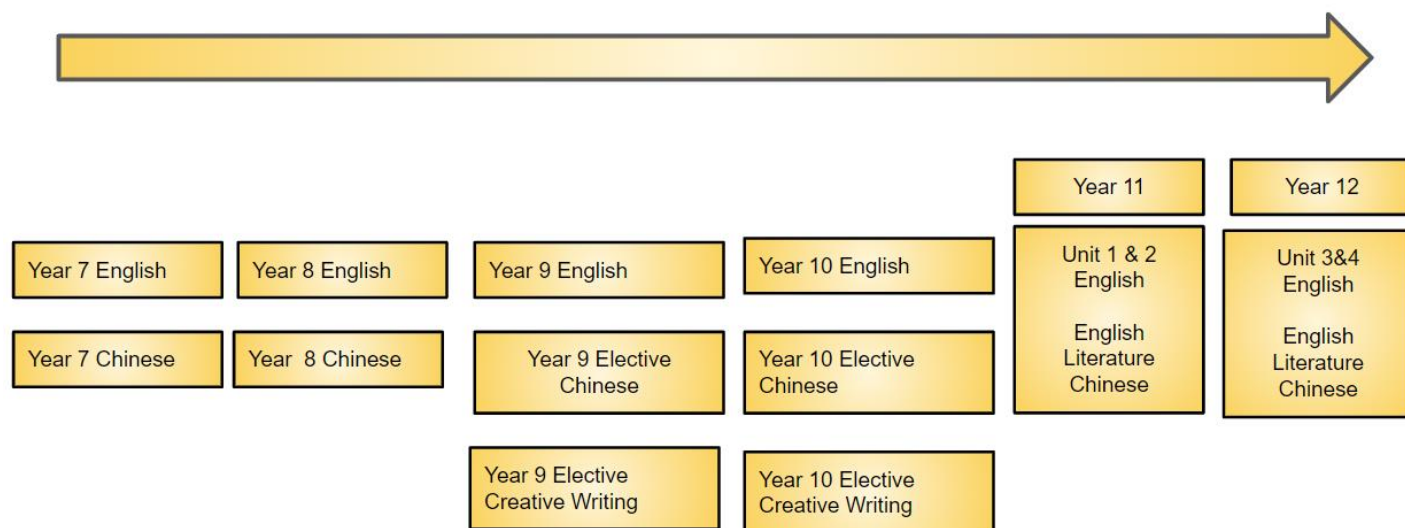
#### **Unit 3: Producing theatre**

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script.

#### **Unit 4: Presenting an interpretation**

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

# English



## Year 9

### English

In Year 9 students consolidate their learning from Year 8 English. Texts chosen at Year 9 are designed to extend student reading skills through the inclusion of more sophisticated language, ideas and issues.

### Chinese

Students focus on developing language skills needed for daily living and travelling (including holidays). Students also learn about Chinese culture through studying food and festivals, customs and popular holiday destinations and activities. It is strongly recommended that students have previously studied Mandarin at Year 8 level.

### Creative Writing

Students explore different genres and experiment with their own writing culminating in a creation of their own anthology of short pieces.

# English

## Year 10

### English

In Year 10 English, students develop the necessary critical, analytical and creative thinking skills that will enable them to pursue their chosen VCE, VCAL or other pathway.

### Chinese

Students develop their understanding of Chinese culture through the study of Chinese traditions, modern pop culture and history as well as developing conversational skills and language. Students will prepare for VCE Chinese through researching virtual communications and establishing connections with Chinese communities. It is strongly recommended that students have previously studied Mandarin at Year 9 level.

### Creative Writing

Students analyse short pieces of fiction and apply learnings to their own sustained creative writing pieces. Students are encouraged to hone their writing skills in the genre and style they are most comfortable with.

# English

## VCE

### English and English as an Additional Language (EAL)

#### Unit 1

In this unit students make personal connections with texts and develop their thinking about texts. They develop their writing skills through crafting texts.

#### Unit 2

In this unit students develop their inferential reading and viewing skills and extend their writing in response to a text. They consider the way arguments are developed and delivered and study texts that attempt to position an audience.

#### Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

#### Unit 4

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

# English

## VCE (continued)

### Literature

#### Unit 1

In this unit students study different literary forms and types of text. They also explore the concerns, ideas and conventions common to a distinctive type of literature seen in literary movements or genres.

#### Unit 2

In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also consider the social, historical and cultural contexts of texts.

#### Unit 3

In this unit students study how form contributes to meaning in texts and explore adaptations of texts. They also explore the different ways a text may be read and understood by developing, considering and comparing interpretations of a text.

#### Unit 4

In this unit students study imaginative techniques used for creating and recreating a literary work and construct their own creative transformations of texts. They also develop a close analysis of text using detailed references to the text.

# English

## VCE (continued)

### Chinese Language, Culture and Society

#### Unit 1

In this unit students study features of Confucianism and their impacts on Chinese-speaking communities. They listen to spoken texts and respond to questions in both English and Chinese. They read and comprehend simple texts in Chinese and create a simple piece of personal writing in Chinese.

#### Unit 2

In this unit students extend their understanding of Chinese philosophies and research a Chinese myth or legend. They develop the capacity to initiate and maintain a spoken interaction in Chinese and develop the ability to respond to simple written and viewed texts.

#### Unit 3

In this unit students investigate and examine how Chinese traditional values impact on aspects of culture in the Chinese-speaking world. They consolidate their language skills by reading and listening to a range of texts and responding to questions in Chinese characters.

#### Unit 4

In this unit students explore key ideas related to the social and economic development of contemporary China. They reflect upon cultural values and further develop cross-cultural communication skills. They participate in oral interactions in Chinese.



# English

## VCE (continued)

### Chinese Second Language

#### Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities. They focus on analysing cultural products or practices including visual, spoken or written texts. They also reflect on the interplay between language and culture, and its impact on the individual's language use.

#### Unit 2

In this unit students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use.

#### Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities.

#### Unit 4

In this unit students investigate aspects of culture. Students build on their knowledge of Chinese-speaking communities and consolidate and extend vocabulary, grammar knowledge and language skills. Students also identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities.

# English

## VCE (continued)

### Chinese First Language

This subject is for students who have spent some time as a resident of China and/or have had significant experience of studying Chinese in a country in which Chinese is a major form of communication.

#### **Unit 1**

In this unit students establish and maintain a spoken or written exchange and interpret and reorganise information and produce an imaginative piece in spoken or written form.

#### **Unit 2**

In this unit students participate in a spoken or written exchange focusing on the resolution of an issue. They produce a spoken or written response to two texts and produce a personal or informative spoken or written response to a fictional text.

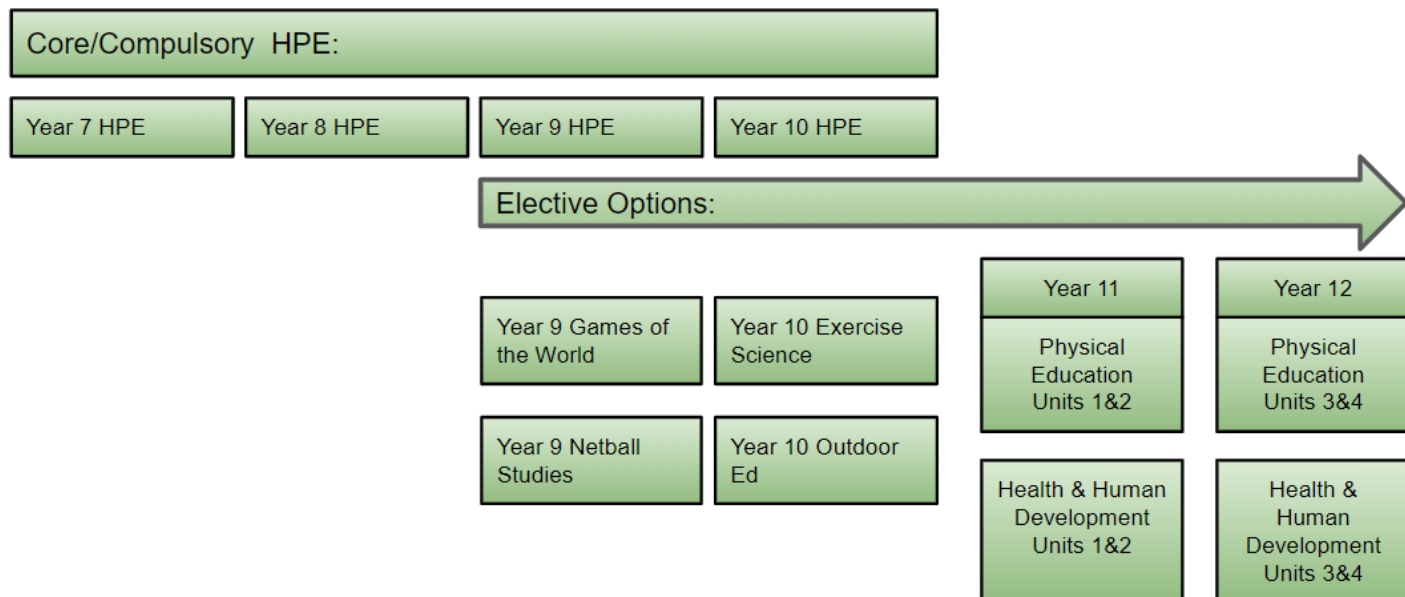
#### **Unit 3**

In this unit students develop their skills in oral communication. They present and exchange information, opinions and experiences and respond to questions. They also analyse and use information from spoken and viewed texts and express ideas through the production of original imaginative written texts.

#### **Unit 4**

In this unit students undertake an extended study of language and culture and respond critically to spoken, viewed and written texts. They also participate in an interview with their teacher in Chinese on an issue related to the texts studied.

# Health / Physical Education



## Year 9

### Games of the World

Students investigate the variety of games and sports that are played in various parts of the world. Elements of geography, history & culture will be learnt along the journey and plenty of time for hands-on practical sessions of the various activities.

### Netball Studies

Students will conduct an in-depth analysis of various aspects of the sport of netball including skill acquisition, coaching, officiating, tactics & strategy, fitness and performance enhancement. Practical sessions will be complemented by theoretical components of the course.

# Health / Physical Education

## Year 10

### Exercise Science

Students will investigate and apply scientific and physiological concepts through participation in a range of sporting and fitness activities.

### Outdoor Ed

Practical skills including navigation, orienteering, camp cooking, environmental issues, preparing for expeditions etc.

## VCE

### Physical Education

#### Unit 1: The human body in motion

Outcome 1 How does the musculoskeletal system work to produce movement?

Outcome 2 How does the cardiorespiratory system function at rest and during physical activity?

#### Unit 2: Physical activity, sport and society

Outcome 1 What are the relationships between physical activity, sport, health and society?

Outcome 2 What are the contemporary issues associated with physical activity and sport?

#### Unit 3: Movement skills and energy for physical activity

Outcome 1 How are movement skills improved?

Outcome 2 How does the body produce energy?

#### Unit 4: Training to Improve Performance

Outcome 1 What are the foundations of an effective training program?

Outcome 2 How is training implemented effectively to improve fitness?

# Health / Physical Education

## VCE (continued)

### Health & Human Development

#### **Unit 1: Understanding health and wellbeing**

Outcome 1 Health perspectives and influences

Outcome 2 Health and nutrition

Outcome 3 Youth health and wellbeing

#### **Unit 2: Managing health and development**

Outcome 1 Developmental transitions

Outcome 2 Health care in Australia

#### **Unit 3: Australia's Health in a globalised world**

Outcome 1 Understanding health and wellbeing

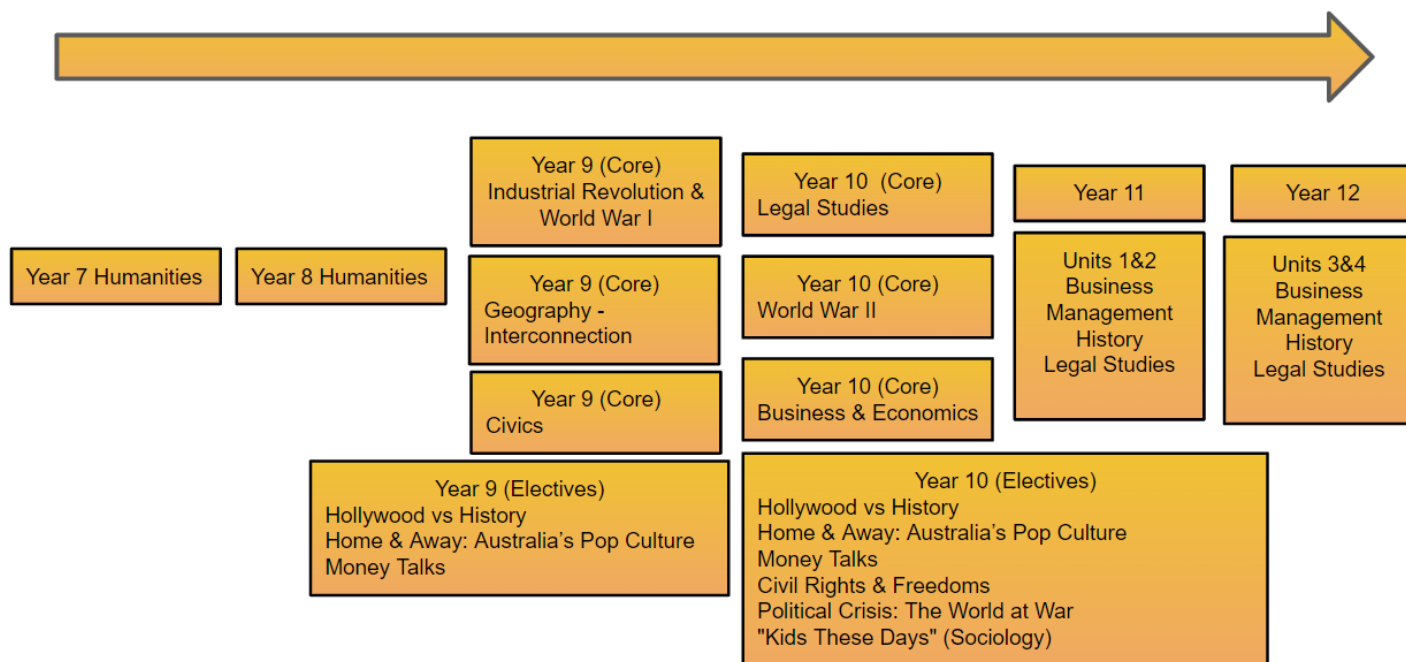
Outcome 2 Promoting health and wellbeing

#### **Unit 4: Health and human development in a global context**

Outcome 1 Health and wellbeing in a global context

Outcome 2 Health and the Sustainable Development Goals

# Humanities



## Year 9 core subjects

Humanities in Year 9, is a core subject where students cover a range of topics prescribed by the Victorian Curriculum. These topics include History, Geography and Civics and Citizenship.

## Year 9 Electives

### Hollywood Vs History

In this elective, we will explore how historical events have been portrayed in film and how they help us understand their significance.

### 'Home & Away': Australia's Popular Culture

This elective explores how developments in popular culture, including music, radio, tv, film and sport, have influenced Australia since World War Two. You will also examine the contributions Australia has made to international popular culture.

# Humanities

## Year 9 Electives (continued)

### Money Talks

This unit explores how people manage financial risks and rewards in the current Australian and global financial markets. You will explore financial risks such as scams and identity theft and consider strategies to avoid these, as well as the role of banks and other institutions, the difference between good and bad debt & how to manage debt, and identify ways consumers can protect themselves from risks.

## Year 10 core subjects

### Legal Studies

During your Legal Studies, you will learn the basics of Victoria's criminal and civil justice system.

### Economics & Business

Economics & Business looks at economic conditions in Australia; and starting a small business.

### History

In History, students study the cause and course of World War II and the Holocaust.

# Humanities

## Year 10 Electives

*As well as choosing from the Year 9 Electives, Year 10 students can also choose from the following:*

### **“Kids These Days” (Sociology)**

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In this course, you will explore how and why the experience of being young is different across time and space. You will also examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of stereotypes.

### **Civil Rights & Freedoms**

This elective focuses on how humans have worked towards achieving freedom. Key events from the US Civil Rights movement will be explored and compared to the First Nations Civil Rights movement in Australia. You will also have the opportunity to explore other freedom and protest movements of recent and modern times.

### **Political Crisis: The World at War**

In this elective, we will focus on understanding why Australia has been involved in modern war including the Korean War, the Vietnam War and other international conflicts. There is an emphasis on understanding why we became involved in these conflicts and the impact they have had on Australia.

### **Money Talks**

This unit explores how people manage money as well as financial risks and rewards in the current Australian financial market. You will explore the importance of money (including bitcoin), budgeting, financial risks such as scams and identity theft and consider strategies to avoid these. You will also examine the role of banks and other institutions, the difference between good and bad debt & how to manage debt, and identify ways consumers can protect themselves from risks.





# Humanities

## VCE

### **Business Management, Units 1-4**

#### **Unit 1: Planning a Business**

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

#### **Unit 2: Establishing a Business**

In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

#### **Unit 3: Managing a Business**

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

#### **Unit 4: Transforming a Business**

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

# Humanities

## VCE (continued)

### Legal Studies, Unit 1-4

#### **Unit 1: Guilt and Liability**

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

#### **Unit 2: Sanctions, Remedies and Rights**

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

#### **Unit 3: Rights and Justice**

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

#### **Unit 4: The People and the Australian Constitution**

In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making.

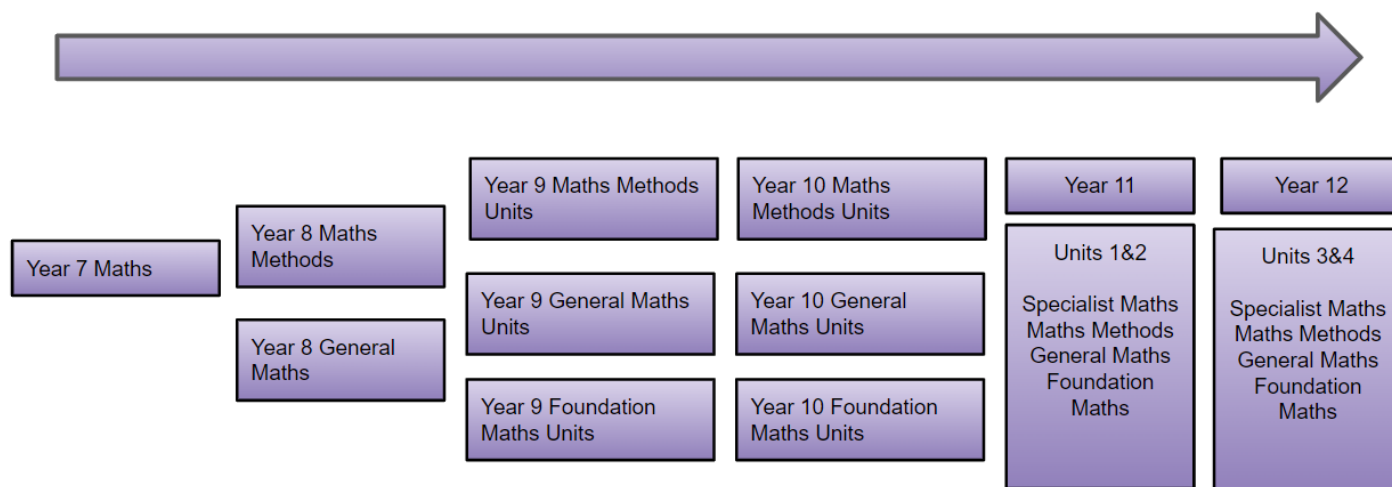
### History, Unit 1 & 2

#### **Unit 1 & 2: Empires**

Students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.



# Mathematics



## Year 9 / 10

### Maths Methods

Advanced Algebra and Advanced Equations plus 2 General units

### General Maths

General Algebra, General Number, General Measurement & Geometry and General Statistics & Probability

### Foundation Maths

Foundation Algebra, Foundation Number, Foundation Measurement & Geometry and Foundation Statistics & Probability. These units could be integrated with other electives. Foundation units will be modified year 10 units.

# Mathematics

## VCE

### **General Mathematics (previously Further in year 12)**

This is the most popular and widely selected. This covers a range of University prerequisites and is the most accessible to all students. From 2023 General Maths will cover Statistics, Financial Maths, Networks and Matrices.

### **Maths Methods**

This is the more difficult pathway and is highly competitive. Students often pick Methods because of the University prerequisites. Maths Methods covers Algebra and Functions, Calculus and Probability and Statistics.

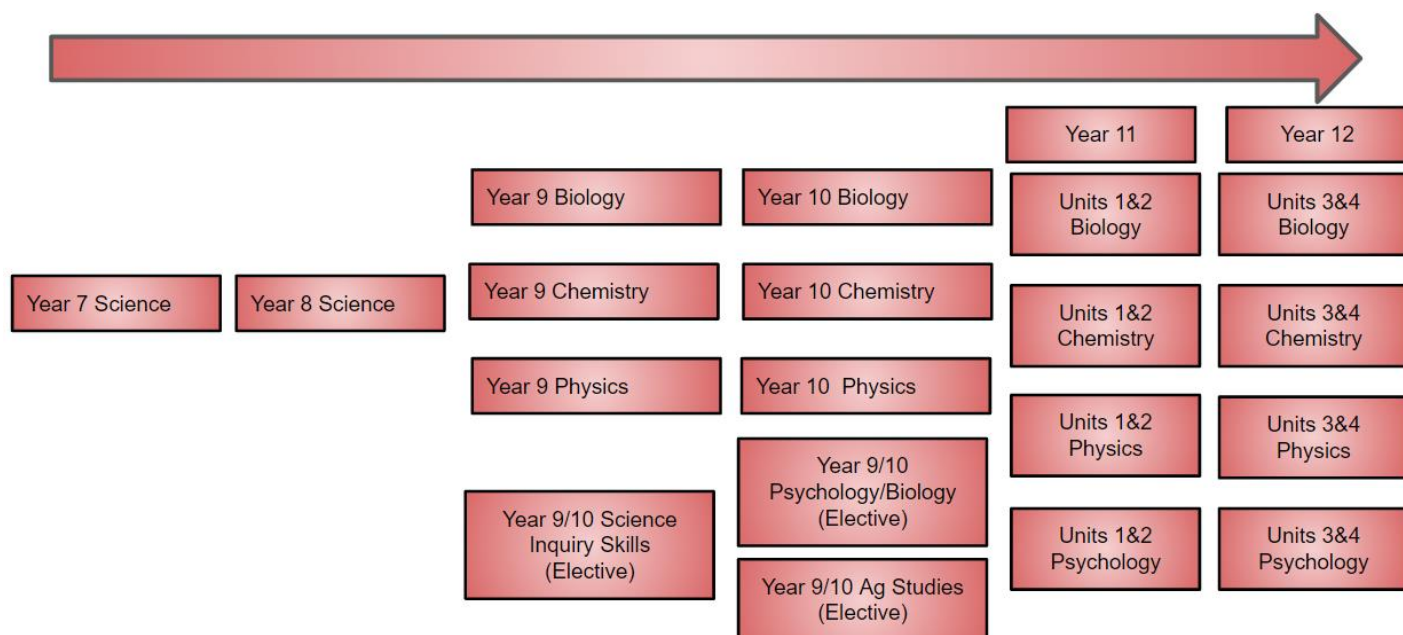
### **Specialist Mathematics**

This unit is available for students who excel at Mathematics. It covers advanced Calculus and advanced Functions.

### **Foundation Mathematics (The new VCE study in 2023)**

This is a more project based course designed for providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

# Science



## Year 9 Core Subjects

### Biology

Students will investigate the response of the body to changes as a result of the presence of microorganisms. They are introduced to DNA and represent patterns of inheritance of a simple dominant/recessive characteristic through generations of a family.

### Chemistry

Students discover that all matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. They investigate atomic structure and properties of elements are used to organise them in the periodic table.

### Physics

Students discover that electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current. The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors.

# Science

## Year 10 Core Subjects

### Biology

Students use models and diagrams to represent the relationship between DNA, genes and chromosomes, they describe mutations as changes in DNA or chromosomes and outline the factors that contribute to causing mutations. Students will recognise that genetic information is passed onto offspring from both parents and involves the processes of fertilisation and meiosis.

Students are introduced to the theory of evolution by natural selection which explains the diversity of living things and is supported by a range of scientific evidence. They consider how the theory of plate tectonics explains global patterns of geological activity and continental movement.

### Chemistry

Students discover that chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

### Physics

Students describe and explain how the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics

They discover that the Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe

Energy flow in Earth's atmosphere can be explained by the processes of heat transfer

# Science

## Year 9 /10 Electives

### **Biology/Psychology**

Students explain (using models, flow diagrams or simulations) how body systems work together to maintain a functioning body. Students discover how an animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord). They model neurons and simulate the transmission of electrical impulses and communication via synapses. You will learn that the study of psychology is a journey of discovery about you and your amazing brain. Through practical experiences, and research you will develop investigative and communication skills.

*This elective will help you prepare for VCE Psychology.*

### **Agricultural Studies**

Students will apply their knowledge of ecosystems, biotic and abiotic components of the environment; matter and energy flow to small-scale agricultural activities including propagation techniques for food and herb growing along with fruit production. They will consider how global systems, including the carbon cycle are involved in building soil nutrients, recycling matter and modern farming practices.

*This elective introduces students to horticultural and primary production of food.*

# Science

## VCE

### Chemistry

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes.

*Students must complete units 1 & 2 before attempting units 3 & 4*

### Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels.

*It is highly recommended that students complete Units 1 & 2 before attempting units 3 & 4.*

### Physics

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe.

*Students must complete units 1 & 2 before attempting units 3 & 4*

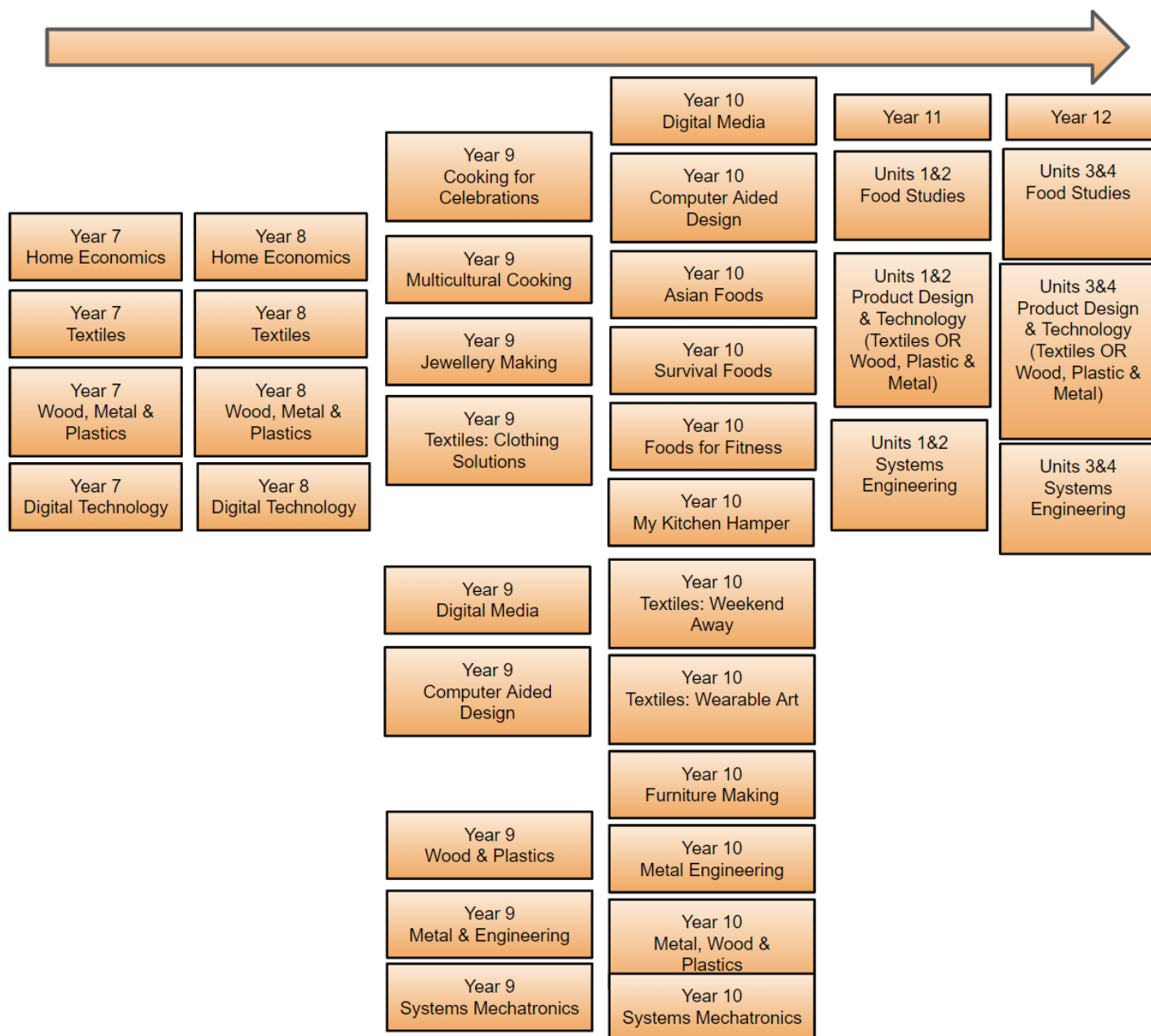
### Psychology

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour.

*It is highly recommended that students complete Units 1 & 2 before attempting units 3 & 4.*



# Technology



# Technology

## Year 9

### **Cooking for Celebrations**

This subject focuses on planning and preparing for a range of celebrations involving both traditional and non-traditional foods – Christmas, friend's parties, family birthdays, etc. Sweet and savoury foods as well as cake decorating are included.

### **Multicultural Cooking**

Students study a variety of cultures which have influences on our eating patterns – Asian, Thai, Italian, French, Indian etc. Relevant cooking methods and reasons why certain foods are used are studied. Each week a typical meal from each country is prepared. In the other part of the semester students work in pairs to research a country of their choice.

### **Jewellery Making**

This “hands on” subject will develop and expand students' knowledge of a range of materials, fine motor skill development, attitudes to resources and recycling and cooperative work in a safe environment.

### **Textiles: Clothing Solutions**

In Year 9 textiles, students design, produce and evaluate a product according to an identified need or opportunity. They maintain a design folio with a criteria for success, including sustainability, considerations and use it to investigate, generate and produce a quality design solution.

### **Digital Media**

Students are actively engaged in the process of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

# Technology

## Year 9 (continued)

### Computer Aided Design

CAD (Computer Aided Design) is an exciting STEM course that allows students to use their creativity to develop solutions to real world problems, needs and opportunities. CAD allows students to take an idea and turn it into reality faster than using manual production techniques and to a much higher standard.

### Wood & Plastics

There are three phases involved in the technology process. These are: Investigating/Designing, Production and Analysing/Evaluating. Using this design process model, students explore various materials. They then design, produce and evaluate a range of products using hand and power tools.

### Metal Engineering

Students explore the social and environmental implications of using various materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling. They use material tests to determine the appropriateness of materials for particular purposes. Students design and produce a range of products using hand and power tools and also a range of welding processes.

### Systems Mechatronics

Systems Mechatronics combines both Electronic and Mechanical principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems.

# Technology

## Year 10

### Year 10 Digital Media

Students learn advanced coding techniques using python to code chatbots and games like snake. Students look at web safety including HTML issues and limitations and why encryption occurs at banks. Students design solutions to these issues.

### Year 10 Computer Aided Design

The software used in the CAD elective is industry standard and provides students with a workplace ready skill and the ability to easily move from one software platform to another in the industry, TAFE and University, giving students an edge in further education and training.

### Asian Foods

This subject will focus on looking at a number of Asian cultures with particular emphasis on their foods, cultural events and cooking methods.

### Survival Foods

This subject aims to provide students with the necessary skills to enable them to look after themselves in terms of cooking when they leave home.

### Food for Fitness

This subject examines up to date nutritional information translated into recipes that are relatively easy to prepare and cover all food types and meals. The focus will be on preparing a wide variety of foods to provide for maximum energy and everyday fitness.

### My Kitchen Hamper

This subject is a 'taster' to Units 1&2 Food Studies and 'The Design Process' is studied in greater detail. Students are asked to research, design and then produce a 'Hamper'. This must contain various food items that have been produced using various processes and methods learnt throughout the unit.

# Technology

## Year 10 (continued)

### **Textiles: Weekend Away**

Students design, produce and evaluate a product according to an identified need or opportunity. They maintain a design folio with a criteria for success, including sustainability, considerations and use it to investigate, generate and produce a quality design solution.

### **Textiles: Wearable Art**

Students design and produce a garment based on a theme. Students continue to develop their design skills, their understanding of the design elements and explore known and new materials and how they can be manipulated.

### **Furniture Making**

Students explore the social and environmental implications of using wooden materials. They start to recognize that the supply of some materials is limited, and examine possibilities for reusing and recycling materials. Students also use a range of woodworking tools and processes in building their project.

### **Metal, Wood & Plastics**

Students build a small and complex piece of furniture where they will be encouraged to incorporate other materials such as plastic and metal. They are required to design this project using various drawing techniques including CAD 3D.

### **Metal Engineering**

This elective aims to develop the students understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems. (This elective is a pathway to VCE/VET Engineering).

### **Systems Mechatronics Advanced**

Mechatronic systems combine both mechanical and electronic principles. Students consider the principles, structure, logic and organisation of systems, and research how community and industrial standards affect the design and development of systems.

# Technology

## VCE

### **Food Studies Unit 1 – 4**

#### **Unit 1: Food Origins**

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world.

#### **Unit 2: Food Makers**

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

#### **Unit 3: Food in Daily Life**

In this unit students investigate the many roles and everyday influences of food.

#### **Unit 4: Food Issues, Challenges and Futures**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

# Technology

## VCE (continued)

### Product Design and Technology Units 1 - 4 (Textiles OR Wood, Metal, Plastics)

#### **Unit 1: Sustainable Redevelopment of a Product**

This area of study introduces students to the product design process, life cycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability.

#### **Unit 2: Collaborative Design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

#### **Unit 3: Applying the Product Design Process**

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s.

#### **Unit 4: Product Development and Evaluation**

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

# Technology

## VCE (continued)

### Systems Engineering Units 1 - 4

#### **Unit 1: Mechanical Systems**

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.

#### **Unit 2: Electrotechnological Systems**

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry.

#### **Unit 3: Integrated and Controlled Systems**

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system.

#### **Unit 4: Systems Control**

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3.



# Wellbeing

The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement.

In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement states the following: We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance.

We commit to restorative practices wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students' growth.

We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens

# VCE & the Victorian Pathways Certificate (previously VCAL)

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

The VCE is expanding to include the Vocational Major, a 2-year vocational and applied learning program. It will replace Senior and Intermediate VCAL from 2023.

Year 12 VCAL will remain the same in 2023 with current VCAL students attaining their senior VCAL Certificate and relevant VET certificate.

## VCE Vocational major (replacing VCAL for Year 11)

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units over two years including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)  
School Based Apprenticeships and Traineeships can replace VET requirements

# Vocational Education Training (VCE VET)

VET is a key element of the VCE, and compulsory for students studying VCE Vocational Major. From 2023, students will have access to a priority set of VET programs. Students must choose their VET carefully as they will need to remain in their VET for the two years of VCE VM.

There are 6 priority pathways aligned to areas of high jobs growth and 5 flexible VET subjects.

Many VCE VET programs offer a scored option for gaining an ATAR score.

At Marian, we attempt to offer as many VET subjects as possible at school or within our local School cluster with Ararat College and Stawell Secondary. Other VET programs can be chosen from the Ballarat VET cluster, however they will require a payment plan with extra fees/costs and independent transport to and from course.

# Priority VET Pathways

## Health

- Certificate III in Allied Health Assistance (Ararat College)

## Community Services & Early Childhood Education

- Certificate III in Community Services incorporating Certificate II in Community Services (Marian College)
- Certificate III in Early Childhood Education and Care (Marian College) (Not ATAR Scored)

## Building and Construction

- Certificate II in Building and Construction (maybe Ballarat Cluster or Marian College) (Not ATAR Scored)
- Certificate II in Plumbing (Ballarat Cluster) (Not ATAR Scored)

## Digital Media and Technologies

- Certificate II in Applied Digital Technologies (Ballarat Cluster) Not ATAR scored
- Certificate III in Information Technology (Ballarat Cluster)

## Hospitality

- Certificate II in Kitchen Operations (Ararat College)

## Engineering

- Certificate II in Engineering Studies (Ballarat Cluster)

# Flexible VET options

## Automotive

- Certificate II in Automotive Vocational Preparation (Stawell Secondary TBC) Not ATAR scored

## Agriculture and Environment

- Certificate II in Agriculture (Stawell Secondary) Not ATAR scored
- Certificate II in Horticulture (Ballarat Cluster) Not ATAR scored
- Certificate II in Animal Care (Ballarat Cluster) Not ATAR scored

## Hair and Beauty

- Certificate II in Salon Assistant (Stawell Secondary) Not ATAR scored

## Creative industries

- Certificate II in Creative Industries (Ballarat Cluster) Not ATAR scored
- Certificate III in Screen and Media (Ballarat Cluster)
- Certificate II in Applied Fashion Design and Technology (Ballarat Cluster) Not ATAR scored
- Certificate II in Music (Marian College) Not ATAR scored
- Certificate III in Music (Performance or Sound Production) (Marian College)

## Sport and Recreation

- Certificate III in Sport and Recreation (Marian College)

## Business

- Certificate III in Business (Marian College)

# Subject Selection Choices Draft

This is a draft to help you with selections prior to entering your choices on Web Preferences. Please remember that **Web Preferences close on Friday 12<sup>th</sup> August 2022.**

The school cannot guarantee that all electives that are offered will run.

**Name:**

**Year Level I am entering:**

Choice 1:

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Choice 2:

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Choice 3:

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Choice 4:

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Choice 5:

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Choice 6:

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**Notes:**

# Web Preferences Access Guide

(A **SAMPLE** of the email your child will receive):

The following steps outline how to enter your subject preferences online.

<b>1</b> Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.	
<b>2</b> Log In	Log In to <a href="http://www.selectmysubjects.com.au">www.selectmysubjects.com.au</a> using:  <a href="#">Click here to open Web Preferences</a>	
	Student Access Code:	<b>Your Access Code will be here</b>
	Password:	<b>Eg: 1a2b3c</b>
<b>3</b> Home Page	To view your subject information, click " <b>View Subject Details</b> " at the top right of the screen. To select/change your preferences, click " <b>Add New Preferences</b> " at the top right of the screen.	
<b>4</b> Preference Selection	Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click " <b>Proceed</b> ". Note: You are not finished yet.	
<b>5</b> Preference Validation	If you are happy with your preferences click " <b>Submit Valid Preferences</b> " which will open your "Preference Receipt". Or if you would like to make changes to your preferences click " <b>Cancel</b> " and this will take you back to the Preference Selection page.	
<b>6</b> Preference Receipt	You can print your "Preference Receipt" by clicking " <b>Open Print View</b> " and clicking " <b>Print Receipt</b> ". To continue click " <b>Return to Home Page</b> ". If you want to change your preferences, repeat the process by clicking " <b>Add New Preferences</b> ", otherwise exit by clicking " <b>Log Out</b> ". End of steps.	

## **IMPORTANT:**

All Subject selections **MUST** be completed online **via Web preferences**  
**by Friday, 12<sup>th</sup> August 2022.**

Refer to your student email from web preferences for access to your student portal.

# Acceleration Application Form

Name:..... Year Level:.....

Date:.....

TA: (including TA teacher name)

.....

VCE subject you wish to apply for to enter above your year level?

.....

Student reason for requesting acceleration:

.....  
.....  
.....  
.....

Student self assessment

	Poor	Average		Excellent
Completion of work	1	2	3	4
Focus in class	1	2	3	4
Submission of work by deadline	1	2	3	4
Independent study ability	1	2	3	4

Your Parent(s) or Guardian(s) also need to sign this form. In doing so they acknowledge that you are applying for an accelerated subject that requires a greater workload from you and attention to the rules about that VCE subject.

Parent/Guardian Signature..... Print Name.....

TA Teacher Signature.....



Checklist of documents to submit with this application:

- ☐ Hard Copy of all my TA reports for this year.
- ☐ Hard Copy of my Semester One report
- ☐ Any other relevant documents.

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**Admin Only:**

Current Teacher of accelerated subject Comments:

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Head of Faculty Approved                      Y ☐ / N ☐

Notes:

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Documentation returned to Head of Learning & Teaching: Y ☐ / N ☐

Student Notified by Head of Learning & Teaching: Y ☐ / N ☐

Date: \_\_\_\_\_

Signed by Head of Learning and Teaching:

\_\_\_\_\_