

St Patrick's College Ballarat

Senior Subject Information Booklet





ST PATRICK'S COLLEGE BALLARAT

SENIOR SUBJECT INFORMATION

VCE SUBJECT SELECTION INFORMATION	5
UNDERSTANDING THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)	5
WHAT REQUIREMENTS MUST I MEET TO GET MY VCE?	5
UNDERSTANDING THE VCE-VM	6
ST PATRICK'S COLLEGE VCE-VM PATHWAY:	7
UNDERSTANDING VCE ACCELERATION	7
CRITERIA FOR ONE ACCELERATED SUBJECT:	8
CRITERIA FOR TWO ACCELERATED SUBJECTS:	8
ACCELERATION PROCESS	9

ART

UNIT 1&2 ART MAKING AND EXHIBITING	11
UNIT 1&2 MEDIA	12
UNIT 1&2 VISUAL COMMUNICATION DESIGN	13
UNIT 3&4 ART MAKING AND EXHIBITING	14
UNIT 3&4 MEDIA	15
UNIT 3&4 VISUAL COMMUNICATION DESIGN	16

COMPUTING

UNIT 1&2 APPLIED COMPUTING	18
YEAR 12 COMPUTING - DATA ANALYTICS	19
YEAR 12 COMPUTING - SOFTWARE DEVELOPMENT	20
VCE VET CREATIVE & DIGITAL MEDIA - CERT III IN SCREEN & MEDIA	21

DRAMA

UNIT 1&2 MODERN THEATRE STYLES AND CONVENTIONS	23
UNIT 1&2 PRE-MODERN THEATRE STYLES AND CONVENTIONS	24
UNIT 3&4 THEATRE STUDIES	25

ENGLISH

UNIT 1&2 ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	27
UNIT 1&2 ENGLISH LANGUAGE	28
UNIT 1&2 LITERATURE	29
UNIT 3&4 ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	30
UNIT 3&4 ENGLISH LANGUAGE	31
UNIT 3&4 LITERATURE	32

HEALTH AND PHYSICAL EDUCATION

UNIT 1&2 HEALTH AND HUMAN DEVELOPMENT	34
UNIT 1&2 OUTDOOR EDUCATION	35
UNIT 1&2 PHYSICAL EDUCATION	36
UNIT 3&4 HEALTH AND HUMAN DEVELOPMENT	37
UNIT 3&4 OUTDOOR EDUCATION	38
UNIT 3&4 PHYSICAL EDUCATION	39
VCE VET SPORT AND RECREATION	40

SENIOR SUBJECT INFORMATION HANDBOOK



HUMANITIES

UNIT 1&2 ACCOUNTING	42
UNIT 1&2 BUSINESS MANAGEMENT	43
UNIT 1&2 ECONOMICS	44
UNIT 1&2 LEGAL STUDIES	45
UNIT 1&2 MODERN HISTORY	46
UNIT 1&2 VCE-VM: PERSONAL DEVELOPMENT	47
UNIT 1&2 VCE-VM: WORK RELATED SKILLS	48
UNIT 3&4 ACCOUNTING	49
UNIT 3&4 BUSINESS MANAGEMENT	50
UNIT 3&4 ECONOMICS	51
UNIT 3&4 HISTORY - AUSTRALIAN	52
UNIT 3&4 HISTORY - REVOLUTIONS	53
UNIT 3&4 INDUSTRY AND ENTERPRISE	54
UNIT 3&4 LEGAL STUDIES	55
UNIT 3&4 VCE-VM: PERSONAL DEVELOPMENT	56
UNIT 3&4 VCE-VM: WORK RELATED SKILLS	57

LANGUAGES

UNIT 1&2 JAPANESE AS A SECOND LANGUAGE	59
UNIT 3&4 JAPANESE AS A SECOND LANGUAGE	60

MATHEMATICS

UNIT 1&2 GENERAL MATHEMATICS	62
UNIT 1&2 MATHEMATICAL METHODS	63
UNIT 1&2 SPECIALIST MATHEMATICS	64
UNIT 3&4 FOUNDATION MATHEMATICS	65
UNIT 3&4 GENERAL MATHEMATICS	66
UNIT 3&4 MATHEMATICAL METHODS	67
UNIT 3&4 SPECIALIST MATHEMATICS	68

MUSIC

UNIT 1&2 MUSIC	70
UNIT 3&4 MUSIC PERFORMANCE (REPertoire/CONTEMPORARY)	71

RELIGIOUS EDUCATION

UNIT 1&2 PHILOSOPHY	73
UNIT 1&2 RELIGION AND SOCIETY	74
UNIT 1&2 TEXTS AND TRADITIONS	75
YEAR 12 LITURGICAL MUSIC (NON-VCE)	76
YEAR 12 RELIGION (NON-VCE)	77
UNIT 3&4 PHILOSOPHY	78
UNIT 3&4 RELIGION AND SOCIETY	79
UNIT 3&4 TEXTS AND TRADITIONS	80



ST PATRICK'S COLLEGE BALLARAT

SCIENCE

UNIT 1&2 BIOLOGY	82
UNIT 1&2 CHEMISTRY	83
UNIT 1&2 ENVIRONMENTAL SCIENCE	84
UNIT 1&2 PHYSICS	85
UNIT 1&2 PSYCHOLOGY	86
UNIT 3&4 BIOLOGY	87
UNIT 3&4 CHEMISTRY	88
UNIT 3&4 ENVIRONMENTAL SCIENCE	89
UNIT 3&4 PHYSICS	90
UNIT 3&4 PSYCHOLOGY	91

TECHNOLOGY

UNIT 1&2 FOOD STUDIES	93
UNIT 1&2 PRODUCT DESIGN AND TECHNOLOGY	94
UNIT 1&2 SYSTEMS ENGINEERING	96
UNIT 1&2 VCE VET CERTIFICATE II IN BUILDING AND CONSTRUCTION - CARPENTRY	97
UNIT 1&2 VCE VET CERTIFICATE II IN ENGINEERING STUDIES	98
UNIT 3&4 FOOD STUDIESV	99
YEAR 12 PRODUCT DESIGN AND TECHNOLOGY	100
UNIT 3&4 SYSTEMS ENGINEERING	102
UNIT 3&4 VCE VET CERTIFICATE II IN BUILDING AND CONSTRUCTION - CARPENTRY	103
UNIT 3&4 VCE VET CERTIFICATE II IN ENGINEERING STUDIES	104

SENIOR SUBJECT INFORMATION HANDBOOK



VCE SUBJECT SELECTION INFORMATION

St Patrick's College strives to ensure the best possible educational outcomes for its students. The College views education as both holistic, and formative; we encourage students to participate fully and apply their best effort to all dimensions of the educational process – spiritual, academic, social, emotional, and physical.

All students in Years 11 and 12 at St Patrick's College participate in either the Victorian Certificate of Education (VCE), or the Victorian Certificate of Education – Vocational Major (VCE-VM). Students who complete their work requirements and demonstrate learning in each outcome, with the appropriate subject sequences, will qualify for the VCE or VCE-VM.

This booklet has been prepared for students entering Year 11 and 12 at St Patrick's College, to guide them in making an informed decision about the subjects that they choose to study.

UNDERSTANDING THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Curriculum and Assessment Authority (VCAA) has accredited over 90 studies or subjects in the VCE. Each school decides which studies it is able to offer and the timetable for delivering them.

Most VCE studies have four units, but students are not required to undertake all four units (although, this is highly recommended). Each unit lasts for one semester (approximately 18 weeks). Units 1 and 2 are usually attempted in Year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. Whilst students can undertake Units 1 and 2 as single units, they must take Units 3 and 4 together as a sequence in the same year.

WHAT REQUIREMENTS MUST I MEET TO GET MY VCE?

The following rules for satisfactory completion apply from 2024:

- A student must have a satisfactory result (S) for a minimum of 16 units
- At least three units from the English Group, two of which must be a Unit 3–4 sequence, and
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met
- At St Patrick's, students can select from VCE English Units 3/4, VCE English Language Units 3/4, VCE Literature Units 3/4 and VCE English as an Additional Language (EAL) Units 3/4 to meet the English requirement
- Any English Units 3 and 4 sequence will be counted in the Australian Tertiary Admission Rank (ATAR), but no more than two will be allowed in the primary four
- Any number of approved Vocational Education and Training (VET) units may be included in the 16 units

Once students have met these minimum requirements there are no restrictions on the rest of the studies they choose. In selecting subjects it is important that students consider their future pathways and any prerequisite subjects that may be required.

When it comes to subject selection, it is critical that a student selects and completes subjects that they enjoy and find motivating. This is the greatest indicator of future success; a significant amount of time and effort will go into every subject, and intrinsic motivation will be the greatest driver in student achievement.



ST PATRICK'S COLLEGE BALLARAT

UNDERSTANDING THE VCE-VM

The VCE-Vocational Major (VCE-VM), as the name suggests, is a course of study which is primarily focussed on vocational pathways. It prepares students to move into apprenticeships, traineeships, further education and training, or directly into the workforce; university entry is a possibility via alternative entry programs. As a branch of the VCE, the VCE-VM has flexibility in that it enables students to select a range of VCE, VCE-VM or VET (Vocational Education) subjects, as well as SBATs (school-based apprenticeships), without having to complete the associated external examinations. A student will still complete all School Assessed Coursework/ training for each subject. This pathway provides opportunities for students to qualify for their Victorian Certificate of Education – Vocational Major, without the associated ATAR score.

To qualify for the VCE-VM Certificate, students will need to have met the following requirements:

Students must successfully finish at least 16 units, including:

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

At the Unit 3-4 level, students must obtain not only the 3-4 VCE VM Literacy (or VCE English) sequence, but they need a minimum of 3 other Unit 3-4 sequences.

The other three Unit 3-4 sequences could include any 3-4 VCE subject, any 3-4 VM subject (eg. Work Related Skills or Personal Development Skills) or any 3-4 VET subject.

Please note that only students completing the VCE-VM may enrol in the VCE-VM subject offerings.

We also offer a range of school-based and external VET studies; it is important to note that for the VCE-VM, only two units of VET are required, at either Unit 1-2 or 3-4. There is no requirement to complete a full two-year VET certificate to gain the VCE-VM.

It is important to remember that every student's pathway is unique. The flexibility of the VCE-VM means that any VCE Unit can be included for achievement of the VCE-VM (provided the necessary VCE-VM requirements have been met).

SENIOR SUBJECT INFORMATION HANDBOOK



ST PATRICK'S COLLEGE VCE-VM PATHWAY:

Semester	Religious Education	Literacy (three units, any English study)	Numeracy (two units)	Personal Development Skills (minimum two units)	Work Related Skills (minimum two units)	VET Cert II or above (two units)	Negotiated VCE Subject
Semesters 1 and 2	<ul style="list-style-type: none"> Religion & Society Texts & Traditions 	<ul style="list-style-type: none"> English Foundation English English Language Literature 	<ul style="list-style-type: none"> Foundation Maths General Maths Maths Methods Specialist Maths 	<ul style="list-style-type: none"> PDS OR VCE subject (must do at least one year of PDS in the VCE-VM) 	<ul style="list-style-type: none"> WRS OR VCE subject (must do at least one year of WRS in the VCE-VM) 	<ul style="list-style-type: none"> VET (must do at least one year of VET in the VCE-VM) 	<ul style="list-style-type: none"> Negotiated VCE Subject
Semesters 3 and 4	<ul style="list-style-type: none"> Year 12 non-VCE Religious Education Religion & Society Texts & Traditions 	<ul style="list-style-type: none"> English English Language Literature VM-Literacy 	<ul style="list-style-type: none"> Foundation Maths General Maths Maths Methods Specialist Maths 	<ul style="list-style-type: none"> PDS OR VCE subject (must do at least one year of PDS in the VCE-VM) 	<ul style="list-style-type: none"> WRS OR VCE subject (must do at least one year of WRS in the VCE-VM) 	<ul style="list-style-type: none"> VET or VCE subject (must do at least one year of VET in the VCE-VM) 	<ul style="list-style-type: none"> Negotiated VCE Subject

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, 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.
- 2 VET credits at Certificate II level or above (180 nominal hours)

UNDERSTANDING VCE ACCELERATION

For some VCE students, it may be beneficial for them to ‘accelerate’ beyond their regular year, to complete a subject (or subjects) earlier. Students wishing to accelerate may complete one or two Unit 1 and 2 subjects, or one or two Unit 3 and 4 subjects.

Students are not accelerated automatically at St Patrick’s College. The College reserves the right not to accelerate a student, if that course of action is deemed not to be in the best interests of that student.

The College will only allow a student to be accelerated if the student has shown they can manage the extra workload that arises out of studying a subject ahead of their regular year group.

This would occur only after documented evidence of consultation with the Head of Senior School, Heads of Faculty, current subject teacher, parent/s and the student.

Each year is important in setting up and preparing every student for success. Applying to study a subject ahead of their regular year needs to be supported by evidence of capacity and preparation. It is important that the student not only achieves highly within the accelerated subject, but that other subjects studied are not adversely affected.

Acceleration is best suited to students who are already excelling in a related subject area. For this reason, the following criteria applies, for VCE acceleration of one subject:



ST PATRICK'S COLLEGE BALLARAT

CRITERIA FOR ONE ACCELERATED SUBJECT:

- 80% or above, when all subjects are averaged from Semester 1 outcomes AND
- 80% or above, in the subject seeking to be accelerated (or similar subject) AND
- 80% or above, in EITHER any English study (excluding Foundation English) OR any Mathematics Study (excluding Foundation Mathematics)

In exceptional circumstances, a student may wish to undertake two accelerated VCE subjects within a year; in this instance, the following criteria applies:

CRITERIA FOR TWO ACCELERATED SUBJECTS:

- 90% or above, when all subjects are averaged from Semester 1 outcomes AND
- 90% or above, in the subjects seeking to be accelerated (or similar subject) AND
- 90% or above, in EITHER any English study (excluding Foundation English) OR any Mathematics study (excluding Foundation Mathematics) AND

The following subjects will not be offered as accelerated subjects:

- English
- English Language
- Physics
- Chemistry
- Literature
- Economics

The following subjects do not require a student to have met all the acceleration criteria:

All VET in the VCE subjects (following an interview with the VET Coordinator and Head of Faculty)

VCE Industry & Enterprise (following an interview with the Head of Humanities)

All VM (Vocational Major) subjects

Please note, the College reserves the right not to accelerate a student if that course of action is deemed not to be in the best interests of that student

SENIOR SUBJECT INFORMATION HANDBOOK



ACCELERATION PROCESS

1. Students and their parents attend a subject selection meeting with a subject selection counsellor; at the meeting, they discuss their acceleration plans with the subject selection counsellor
2. The student completes the appropriate online subject preferences in the normal manner and prints a Web Preferences Receipt
3. The student completes an 'Application to Accelerate' form, submitting it to the Head of Senior School by the advertised deadline. Prior to submitting this, the student will need to:
 - (i) Gather signatures on the 'Application to Accelerate' form, from the student's current subject teacher of the subject wishing to be accelerated (or similar subject), a signature from the relevant Head of Faculty for that subject, along with a parent's signature
 - (ii) Staple the Web Preferences Receipt to the 'Application to Accelerate' form
4. The Head of Senior School and Head of Curriculum and Assessment will assess the applications for acceleration based on the acceleration criteria – any follow up interviews will take place as required
5. The Head of Senior School will advise the student as to whether the application has been successful
6. If the application is unsuccessful, the Assistant Principal – Staff and Culture will make the required changes to the student's web preferences; if the application is successful, the subject choice will remain and be included in the student's timetable for Head Start



Arts



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 ART MAKING AND EXHIBITING

Year Level	Year 11
Subject Title	Art Making and Exhibiting
Unit of Study	Unit 1&2
Unit Description Summary	<p>In Unit 1, students explore materials, techniques, and processes in a range of art forms. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Their exploration and experimentation are documented in both visual and written form in a Visual Arts journal. Students also explore the historical development of specific art forms and investigate how the characteristics, properties, and use of materials and techniques have changed over time.</p> <p>In Unit 2, students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.</p>
Content Overview	<p>In Unit 1 students will:</p> <ul style="list-style-type: none"> • Explore - materials, techniques, and art forms • Expand - make, present, and reflect • Investigate - research and present <p>In Unit 2 students will:</p> <ul style="list-style-type: none"> • Understand - ideas, artwork, and exhibition • Develop - theme, aesthetic qualities, and style • Resolve - ideas, subject matter, and style
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Art Making & Exhibiting Unit 3&4.</p> <p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Visual arts practice, photography • Curatorial practice, arts and cultural management & museum and gallery professions • Design, screen, media, theatre • Education
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Unit 1 <ul style="list-style-type: none"> ○ Visual Arts journal ○ Finished artworks ○ Information for an exhibition presentation • Unit 2 <ul style="list-style-type: none"> ○ Thematic exhibition ○ Experimental artworks and documentation ○ Finished artworks
Contact Details at St Patrick's College	Your Year 10 Art teacher or Ms Jeanean Pritchard (Head of Arts)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 MEDIA

Year Level	Year 11
Subject Title	Media
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 - Media forms, representations, and Australian stories:</p> <p>In this unit, students develop an understanding of audiences, and they explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives and media codes, and conventions contribute to the construction of the media realities audiences engage with and read. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.</p> <p>Unit 2 - Narrative across media forms:</p> <p>In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production, and distribution of narratives in the media and audience engagement, consumption, and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.</p>
Content Overview	<p>In Unit 1, students will focus on:</p> <ul style="list-style-type: none"> • Media representations • Media forms in production • Australian stories <p>In Unit 2, students will focus on:</p> <ul style="list-style-type: none"> • Narrative, style, and genre • Narratives in production • Media & change
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Media Unit 3&4.</p> <p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Screen and media • Marketing and advertising • Games and interactive media • Communication and writing • Graphic and communication design • Photography and animation
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Unit 1 <ul style="list-style-type: none"> ○ Written analysis ○ Group productions ○ Research projects • Unit 2 <ul style="list-style-type: none"> ○ Written analysis ○ Group productions ○ Research projects
Contact Details at St Patrick's College	Your Year 10 Arts teacher or Ms Jeanean Pritchard (Head of Arts)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 VISUAL COMMUNICATION DESIGN

Year Level	Year 11
Subject Title	Visual Communication Design
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 - Introduction to Visual Communication Design:</p> <p>This unit focuses on using visual language to communicate messages, ideas, and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas, and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit, students are introduced to four stages of the design process: research, generation of ideas, development of concepts, and refinement of visual communications.</p> <p>Unit 2 - Applications of Visual Communications within Design Fields</p>
Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Drawing as a means of communication • Design elements & design principles • Visual communications in context <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Technical drawing in context • Type and imagery in context • Applying the design process
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Visual Communication Design Unit 3&4.</p> <p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Design and design-related studies • Communication • Industrial and fashion design • Architecture • Media
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Unit 1 <ul style="list-style-type: none"> ○ Instrumental Drawing ○ Rendering & Observational Drawing Task ○ Design Elements & Principles Design Task ○ Visual Communications in Context Analysis • Unit 2 <ul style="list-style-type: none"> ○ Technical Drawing ○ Environmental Design ○ Packaging Design ○ Design Process Folio Task
Contact Details at St Patrick's College	Your Year 10 Visual Communication Design/Arts teacher or Ms Jeanean Pritchard (Head of Arts)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 ART MAKING AND EXHIBITING

Year Level	Year 12
Subject Title	Art Making and Exhibiting
Unit of Study	Unit 3&4
Unit Description Summary	<p>Unit 3 - Collect, extend & connect:</p> <p>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. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks, and collected ideas and document the iterative and interrelated aspects of art-making to connect the inspirations and influences they have researched. They also document their exploration of and experimentation with materials, techniques, and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. Students present a critique of their artworks. Students will visit an exhibition, conduct research into these exhibition spaces, and the role a curator has in planning and writing information about an exhibition.</p> <p>Unit 4 - Consolidate, present & conserve:</p> <p>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. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks. Students visit or view a minimum of two exhibitions during the current year of study. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.</p>
Content Overview	<p>In Unit 3 students will:</p> <ul style="list-style-type: none"> • Collect - inspirations, influences & images • Extend - make, critique & reflect • Curate, design & propose <p>In Unit 4 students will:</p> <ul style="list-style-type: none"> • Consolidate - refine & resolve • Present - plan & critique • Conserve - present & care
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Visual arts practice, photography • Curatorial practice, arts and cultural management & museum and gallery professions • Design, screen, media, theatre • Education
Outcome Assessment Description	<ul style="list-style-type: none"> • Units 3&4 School-assessed Coursework: 10% • Units 3&4 School-assessed Task: 60% • End-of-year examination: 30%
Contact Details at St Patrick's College	Your Unit 1&2 Art Making and Exhibiting teacher or Ms Jeanean Pritchard (Head of Arts)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 MEDIA

Year Level	Year 12
Subject Title	Media
Unit of Study	Unit 3&4
Unit Description Summary	<p>Unit 3 - Media narratives & pre-production:</p> <p>In this unit students consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption, and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume, and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions. They explore and experiment with media technologies to develop skills in their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4</p> <p>Unit 4 - Media production and issues in the media:</p> <p>In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences, explore the capacity of the media to be used by governments, institutions, and audiences, and analyse the role of the Australian government in regulating the media.</p>
Content Overview	<p>In Unit 3, students will focus on:</p> <ul style="list-style-type: none"> • Narrative & ideology • Media production development • Media production design <p>In Unit 4, students will focus on:</p> <ul style="list-style-type: none"> • Media production • Agency and control in and of the media
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Screen and media • Marketing and advertising • Games and interactive media • Communication and writing • Graphic and communication design • Photography and animation
Outcome Assessment Description	<ul style="list-style-type: none"> • Unit 3&4 School-assessed Coursework: 20% • Unit 3&4 School-assessed Task: 40% • End-of-year examination: 40%
Contact Details at St Patrick's College	Your Unit 1&2 Media teacher or Ms Jeannean Pritchard (Head of Arts)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 VISUAL COMMUNICATION DESIGN

Year Level	Year 12
Subject Title	Visual Communication Design
Unit of Study	Unit 3&4
Unit Description Summary	<p>Unit 3: Visual communication practices:</p> <p>In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers, and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how visual communications are created for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media, and materials in the development of their own design ideas and concepts. Students establish a brief for a client and apply design thinking through the design process. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes, or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.</p> <p>Unit 4: Visual communication design, development, evaluation and presentation:</p> <p>The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Students utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students will pitch and present two distinct design solutions.</p>
Content Overview	<p>In Unit 3, students will focus on:</p> <ul style="list-style-type: none"> • Analysis & practice in context • Design industry practice • Developing a brief and generating ideas <p>In Unit 4, students will focus on:</p> <ul style="list-style-type: none"> • Development, refinement & evaluation • Final presentations
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Design and design-related studies • Communication • Industrial and fashion design • Architecture • Media
Outcome Assessment Description	<ul style="list-style-type: none"> • Unit 3 School-assessed Coursework: 25% • Unit 3&4 School-assessed Task: 40% • End-of-year examination: 35%
Contact Details at St Patrick's College	Your Unit 1&2 Visual Communication Design teacher or Ms Jeanean Pritchard (Head of Arts)



Computing





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 APPLIED COMPUTING

Year Level	Year 11
Subject Title	Applied Computing
Unit of Study	Unit 1&2
Unit Description Summary	<p>In the study of computing, you will create and use digital systems to meet the needs of a client. A digital system focuses on the functions and technical underpinnings of hardware, software, and networking requirements to make information meaningful for a client. This means that through a real-world case study approach you will learn:</p> <ul style="list-style-type: none"> • skills in a variety of industry-based software applications • learn problem solving skills and strategies and • become a worldly digital citizen that recognises interactions and impact
Content Overview	<ul style="list-style-type: none"> • Innovative solutions: Working collaboratively to develop a solution that uses emerging technology such as Artificial Intelligence, Robotics, Games Development or Virtual Reality • Network security: Investigate the technology behind computer networking and the rapidly emerging area of cybersecurity • Computational thinking: Algorithmic, logical and mathematical thinking to solve problems when creating digital systems • Software development: Creating applications for a client using the problem-solving methodology (PSM) to fully realise the client's needs with a quality piece of software • Programming: The fundamental building blocks of how to use a programming language to create a digital system
Pre-Requisites for this Study	N/A
Future Study Pathway	Students successfully completing VCE Unit 1&2 Applied computing have a choice of undertaking Data Analytics and/or Software Development at the VCE Unit 3&4 level.
Outcome Assessment Description	<p>The satisfactory completion of Applied computing VCE Unit 1&2 will require students to demonstrate competency in all key knowledge and key skills outlined in the Applied computing study design. Tasks will be assessed through:</p> <ul style="list-style-type: none"> • Collaborative work to create innovative solutions using emerging technology • The development and creation and coding of working software solutions • A report response that addresses key PSM tasks • Topic tests and an End of Semester Exam
Contact Details at St Patrick's College	Ms Swagerman (Head of Computing) or Mr Fernée

SENIOR SUBJECT INFORMATION HANDBOOK



YEAR 12 COMPUTING - DATA ANALYTICS

Year Level	Year 12
Subject Title	Computing - Data analytics
Unit of Study	Unit 3&4
Unit Description Summary	<p>With so much data being collected in the world, who is going to make meaning of this? Data is being collected every day from a plethora of sources such as sensors, social media and Geographic Information Systems (GIS) which all present interesting findings that can benefit people.</p> <p>In Unit 3, students apply the problem-solving methodology to identify and extract data using software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.</p> <p>In Unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats.</p>
Content Overview	<ul style="list-style-type: none"> • Strategies to organise, manage and work with data sets to create meaning • Skills in the use of core data software applications including databases and spreadsheets • Techniques and software to manage detailed projects • Data visualisation software to present information in meaningful ways • Formulating, creating and undertaking a research project • Cybersecurity and information security strategies
Pre-Requisites for this Study	Applied Computing Unit 1&2
Future Study Pathway	Data analytics will enable students in a wide variety of pathways. There are undergraduate university degrees, TAFE courses and employment opportunities in this rapidly growing field of computing. Most computing pathways and degrees will use the skills learnt in Data analytics and many other courses will have data analytics components in them.
Outcome Assessment Description	<p>The satisfactory completion of Data analytics VCE Units 3&4 will require students to demonstrate competency in all key knowledge and key skills outlined in the Applied computing study design.</p> <ul style="list-style-type: none"> • School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will explore database and spreadsheet software and will make up 20% of a student's overall score • School Assessed Task (SAT): Students undertake an individual research project over the duration of the year and present their findings in a visual form. The SAT task will contribute 30% to a student's overall score • End-of-year examination: This external assessment asks students to demonstrate knowledge from the entire year of coursework. This assessment will contribute 50% of a student's study score • A report response that addresses key PSM tasks • Topic tests and an End of Semester Exam
Contact Details at St Patrick's College	Ms Swagerman (Head of Computing) or Mr Fernée



ST PATRICK'S COLLEGE BALLARAT

YEAR 12 COMPUTING - SOFTWARE DEVELOPMENT

Year Level	Year 12
Subject Title	Computing - Software development
Unit of Study	Unit 3&4
Unit Description Summary	If you like coding and spending time creating on a computer, this course will intrigue you. Software development will give you an insight and experience into the process of designing, developing, and implementing a purpose designed software solution. Along with spending time in learning coding skills, you will explore how IT systems are used in different situations.
Content Overview	<ul style="list-style-type: none">• Computer coding and development experience• Understanding of the steps involved in bringing a solution to market• How to become a project manager• Cybersecurity and software security
Pre-Requisites for this Study	Applied Computing Unit 1&2
Future Study Pathway	Software development can lead to an ICT career that can branch out into a number of pathways such as cybersecurity, games industry, programming and project management. High level ICT skills will also be useful in disciplines like science and business. There are undergraduate university degrees, TAFE courses and employment opportunities in this rapidly growing field.
Outcome Assessment Description	<p>The satisfactory completion of Software development VCE Unit 3&4 will require students to demonstrate competency in all key knowledge and key skills outlined in the Computing study design.</p> <ul style="list-style-type: none">• School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will include the development of programming modules to create a solution and the exploration into cybersecurity and software security. The SAC tasks contribute to 20% of a student's overall score• School Assessed Task (SAT): SAT: Students will create a software solution over the duration of the year for their own need or opportunity. The SAT task will contribute 30% of a student's overall score• End-of-year examination: This external assessment asks students to demonstrate knowledge from the entire year of coursework. This assessment will contribute 50% of a student's study score
Contact Details at St Patrick's College	Ms Swagerman (Head of Computing) or Mr Fernée

SENIOR SUBJECT INFORMATION HANDBOOK



VCE VET CREATIVE & DIGITAL MEDIA - CERT III IN SCREEN & MEDIA

Year Level	Year 11
Subject Title	VCE VET Creative and Digital Media - Cert III in Screen and Media
Unit of Study	Unit 1&2
Unit Description Summary	<p>The Cert III in Screen and Media course will teach students how to develop 3D environments, characters and animation for interactive games. Game art development is an exciting and dynamic entertainment medium that is quickly being adapted into traditional areas such as architecture, product design and film making as well as emerging technologies such as VR and AR. The course covers the techniques of making 3D artwork for including:</p> <ul style="list-style-type: none"> • Concept art • 3D Modelling • Texturing • Animation • Lighting • Gray boxing • Creating animated game characters • Creating interactive environments • Adding audio • Interactive game play elements • Web Design
Content Overview	<p>Year 1 - Unit 1&2</p> <ul style="list-style-type: none"> • BSBCRT311 - Apply Critical Thinking Skills in a Team Environment • CUAWHS312 - Apply Work Health and Safety practices • CUAIND311 - Work effectively in the creative arts industry • CUADES303 - Explore and apply the creative design process to 3D forms • CUADES201 - Follow a design process • CUAACD201 - Develop drawing skills to communicate ideas <p>Year 2 - Unit 3&4</p> <ul style="list-style-type: none"> • CUADES302 - Explore and apply the creative design process to 2D forms • CUAANM301 - Create 2D digital animations • CUADIG304 - Create visual design components • CUAWRT301 - Write content for a range of media • CUADIG312 - Author interactive sequences
Pre-Requisites for this Study	There is no prerequisite for this subject, but having completed Yr 9 and or 10 Creative Digital Media is of benefit.
Future Study Pathway	Following completion of a VCE VET Creative and Digital Media program, there are many further education and training options in the VET and university sectors.
Outcome Assessment Description	<p>Year 1 - Unit 1&2</p> <ul style="list-style-type: none"> • Work Health and Safety Research Task • Website Production • Design 3D Environment • Build 3D Environment. <p>Year 2 - Unit 3&4</p> <ul style="list-style-type: none"> • Course Work Tasks (66%) <ul style="list-style-type: none"> • Character Design Portfolio • 2D Animation Design and Production • Website Portfolio • Exam (34%)
Contact Details at St Patrick's College	Ms Swagerman (Head of Computing) or Ms Jeanean Pritchard (Head of Art)



Drama



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 MODERN THEATRE STYLES AND CONVENTIONS

Year Level	Year 11
Subject Title	Modern theatre styles and conventions
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.</p> <p>Unit 2 focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.</p>
Content Overview	<ul style="list-style-type: none"> Exploring scripts from the pre-modern or modern era: Students study three distinct theatre styles and are able to describe and identify conventions from each style in script excerpts Interpreting scripts: Students stage a performance of a pre-modern or modern script working across two production roles to interpret the play for an audience Analysing a play in performance: Students watch a live production and analyse the ways in which meaning is created for an audience
Pre-Requisites for this Study	N/A
Future Study Pathway	<ul style="list-style-type: none"> Unit 3&4 Theatre Studies
Outcome Assessment Description	<ul style="list-style-type: none"> Short answer test Class play (practical task) Written performance analysis End of semester exam
Contact Details at St Patrick's College	Ms Monique Allen (Head of Drama)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 PRE-MODERN THEATRE STYLES AND CONVENTIONS

Year Level	Year 11
Subject Title	Pre-modern theatre styles and conventions
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions.</p> <p>They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.</p> <p>Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.</p>
Content Overview	<ul style="list-style-type: none"> Exploring scripts from the pre-modern era: Students study three distinct theatre styles and are able to describe and identify conventions from each style in script excerpts Interpreting scripts: Students stage a performance of a pre-modern script working across two production roles to interpret the play for an audience Analysing a play in performance: Students watch a live production and analyse the ways in which meaning is created for an audience
Pre-Requisites for this Study	N/A
Future Study Pathway	Unit 3&4 Theatre Studies.
Outcome Assessment Description	<ul style="list-style-type: none"> Short answer test Monologue interpretation (practical task) Written performance analysis End of semester exam
Contact Details at St Patrick's College	Ms Monique Allen (Head of Drama)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 THEATRE STUDIES

Year Level	Year 12
Subject Title	Theatre Studies
Unit of Study	Unit 3&4
Unit Description Summary	<p>Unit 3: In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development, and presentation. Students specialize in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied.</p> <p>Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.</p> <p>Unit 4: 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 designer.</p> <p>Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.</p> <p>In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.</p>
Content Overview	<p>In Unit 3, a student will study:</p> <ul style="list-style-type: none"> • Staging Theatre - Students will work in two production roles to interpret a play to be performed for an audience • Interpreting a Script - Students will outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production. • Analysing and evaluating theatre - Students see a live theatre production and analyse and evaluate the interpretation <p>In Unit 4, a student will study:</p> <ul style="list-style-type: none"> • Researching and presenting theatrical possibilities - Students document and report on their interpretation of a monologue and it's prescribed scene • Interpreting a monologue - Students present a monologue through the application of two production roles and orally justify their choices • Analysing and evaluating a performance - Students see a live theatre production and analyse and evaluate the acting, direction and design of the interpretation
Pre-Requisites for this Study	There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.
Future Study Pathway	Students may go on to study arts, acting, directing, lighting design, sound design, costume design, props design, stage management, teaching or other creative fields. Skills developed in theatre studies also include leadership skills, interpersonal skills, critical thinking and communication skills.
Outcome Assessment Description	Unit 3&4 School-assessed Coursework: 45%, End-of-year monologue examination: 25%, End-of-year written examination: 30%
Contact Details at St Patrick's College	Ms Monique Allen (Head of Drama)



English



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Year Level	Year 11
Subject Title	English & English as an Additional Language
Unit of Study	Unit 1&2
Unit Description Summary	VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language (please see eligibility criteria for EAL).
Content Overview	<p>The areas of study for Unit 1 English are:</p> <ul style="list-style-type: none"> • Reading and Exploring Texts – this includes: <ul style="list-style-type: none"> ○ Closely analysing the key messages and author intent within a text ○ Developing an analytical response that includes a personal connection to the ideas presented. • Crafting Texts <ul style="list-style-type: none"> ○ Exploring a broad idea and then breaking this into specific elements ○ Reading mentor texts associated with the specific ideas but also that represent excellent examples of writing ○ Crafting one's own pieces of writing and being able to explain authorial intent about the construction of these pieces and any inspiration taken from the mentor texts. <p>The areas of study for Unit 2 English are:</p> <ul style="list-style-type: none"> • Reading and Exploring Texts – this includes: <ul style="list-style-type: none"> ○ Inferential reading and analysis of how texts are constructed to influence audiences. ○ Developing an analytical response applying appropriate metalanguage, and integrating evidence • Exploring Argument – this includes: <ul style="list-style-type: none"> ○ Analysing how arguments are developed and delivered and how language and visuals influence audiences. ○ The crafting of an opinion piece which is orally presented
Pre-Requisites for this Study	A sound understanding of English based on results above 40% in Year 10 English.
Future Study Pathway	VCE Unit 1&2 English is designed as preparation for VCE Unit 3&4 English.
Outcome Assessment Description	Unit 1&2 English will be assessed by class work, assessment tasks and an end of semester exam.
Contact Details at St Patrick's College	Your Year 10 English teacher or Mrs Trudi O'Callaghan (Head of English)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 ENGLISH LANGUAGE

Year Level	Year 11
Subject Title	English Language
Unit of Study	Unit 1&2
Unit Description Summary	VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.
Content Overview	<p>The areas of study for Unit 1 English Language are:</p> <ul style="list-style-type: none">• The nature and functions of language includes:<ul style="list-style-type: none">○ The various functions that language performs in Australia and other contexts.○ Considering the properties that distinguish human communication as unique.○ Analyse how meaning is conveyed through key modes of writing and speaking.• Language Acquisition includes:<ul style="list-style-type: none">○ Understanding the developmental stages of language acquisition.○ Evaluating linguistic theories of language acquisition.○ Examine the similarities and differences between first and additional-language acquisition. <p>The areas of study for Unit 2 English Language are:</p> <ul style="list-style-type: none">• English Across Time includes:<ul style="list-style-type: none">○ Examine the changes that have occurred in English over time.○ Investigate the factors of language change.○ Consider relationships between languages and what 'standard' or 'correct' language is.• Englishes in Contact includes:<ul style="list-style-type: none">○ Consider the effects of global spread of English and cultural consequences of language contact.○ Factors that have contributed to the spread of English and the resulting features of English-based language across cultures.
Pre-Requisites for this Study	A sound understanding of English based on results above 60% in Year 10 English.
Future Study Pathway	VCE Unit 1&2 English Language is designed as preparation for VCE Unit 3&4 English Language.
Outcome Assessment Description	Unit 1&2 English Language will be assessed by class work, assessment tasks and an end of semester exam.
Contact Details at St Patrick's College	Your Year 10 English teacher or Mrs Trudi O'Callaghan (Head of English)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 LITERATURE

Year Level	Year 11
Subject Title	Literature
Unit of Study	Unit 1&2
Unit Description Summary	<p>VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:</p> <ul style="list-style-type: none"> • an ability to offer an interpretation of a whole text (or a collection of texts). • an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text. • an ability to understand and explore multiple interpretations of a text. • an ability to respond creatively to a text. <p>Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically. VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.</p>
Content Overview	<p>The areas of study for Unit 1 Literature are:</p> <ul style="list-style-type: none"> • Reading Practices – this includes: <ul style="list-style-type: none"> ○ A close analysis of selected texts, both poetry and prose, to consider how language, structure and stylistic choices are used in different literary forms and types of text, and how points of view, experiences and contexts shape their own and others' interpretations of text. • Exploration of literary movements and genres – this includes: <ul style="list-style-type: none"> ○ A creative response to a selection of texts, exploring texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. <p>The areas of study for Unit 2 Literature are:</p> <ul style="list-style-type: none"> • Voices of Country – this includes: <ul style="list-style-type: none"> ○ An examination and analytical response to representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. • The text in its context – this includes: <ul style="list-style-type: none"> ○ In this area of study students focus on the text and its historical, social, and cultural context. Students reflect on representations of a specific time-period and/or culture within a text in a text-response folio and an oral review.
Pre-Requisites for this Study	A comprehensive understanding of English based on results above 60% in Year 10 English.
Future Study Pathway	VCE Unit 1&2 Literature is designed as preparation for VCE Unit 3&4 Literature.
Outcome Assessment Description	Unit 1&2 Literature will be assessed by class work, assessment tasks and an end of semester exam.
Contact Details at St Patrick's College	Your Year 10 English teacher or Mrs Trudi O'Callaghan (Head of English)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Year Level	Year 12
Subject Title	English as an Additional Language
Unit of Study	Unit 3&4
Unit Description Summary	<p>VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.</p> <p>The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.</p>
Content Overview	<p>The areas of study for Unit 3 English are:</p> <ul style="list-style-type: none">• Reading and Responding to Texts – this includes:<ul style="list-style-type: none">○ Closely analysing the key messages and author intent within a text○ Developing an analytical response to the ideas, concerns and values presented.• Creating Texts<ul style="list-style-type: none">○ Exploring a broad idea and then breaking this into specific elements○ Reading mentor texts associated with the specific ideas but also that represent excellent examples of writing.○ Creating one's own pieces of writing and being able to explain authorial intent about the construction of these pieces and any inspiration taken from the mentor texts. <p>The areas of study for Unit 4 English are:</p> <ul style="list-style-type: none">• Reading and Responding to Texts – this includes:<ul style="list-style-type: none">○ Inferential reading and analysis of how texts are constructed to influence audiences.○ Developing an analytical response to the explicit and implicit ideas, concerns and values presented.• Analysing Argument – this includes:<ul style="list-style-type: none">○ Analysing how arguments are developed and delivered and how language and visuals influence audiences.○ The crafting of an opinion piece which is orally presented
Pre-Requisites for this Study	Unit 1 / 2 English is recommended.
Future Study Pathway	An English study score of over 25 is a prerequisite for many courses.
Outcome Assessment Description	Unit 3&4 English will be assessed by class work, assessment tasks and an end of year exam. Unit 3 = 25%, Unit 4 = 25%, Exam = 50%
Contact Details at St Patrick's College	Your Year 11 English teacher or Mrs Trudi O'Callaghan (Head of English)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 ENGLISH LANGUAGE

Year Level	Year 12
Subject Title	English Language
Unit of Study	Unit 3&4
Unit Description Summary	<p>VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts.</p> <p>VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.</p> <p>VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.</p>
Content Overview	<p>The areas of study for Unit 3 English Language are:</p> <p>Informality includes:</p> <ul style="list-style-type: none"> Identify the function and analyse the features of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange influences language used. Studying the way speakers and writers utilise repertoire of language to vary the style of their language to suit particular purposes. <p>Formality includes:</p> <ul style="list-style-type: none"> Examining the situational and cultural contexts determine whether people use formal language and in which mode they choose to communicate. Identify the function and analyse the features of formal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange influences language used. <p>The areas of study for Unit 4 English Language are:</p> <p>Language variation in Australian society:</p> <ul style="list-style-type: none"> Examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. Explore how global contact, influence of modern technologies and other social changes are contemporary shaping English in Australian society. <p>Individual and group identities:</p> <ul style="list-style-type: none"> Focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities. Examine overt and covert prestige in speech communities and the associated societal attitudes.
Pre-Requisites for this Study	VCE Unit 1&2 English Language is highly recommended.
Future Study Pathway	An English study score of over 25 is a prerequisite for many courses
Outcome Assessment Description	Unit 3&4 English Language will be assessed by class work and assessment tasks. Unit 3 = 25%, Unit 4 = 25%, Exam = 50%
Contact Details at St Patrick's College	Your Year 11 English Language teacher or Mrs Trudi O'Callaghan (Head of English)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 LITERATURE

Year Level	Year 12
Subject Title	Literature
Unit of Study	Unit 3&4
Unit Description Summary	<p>VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:</p> <ul style="list-style-type: none"> • an ability to offer an interpretation of a whole text (or a collection of texts) • an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text • an ability to understand and explore multiple interpretations of a text • an ability to respond creatively to a text. <p>Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.</p> <p>VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.</p>
Content Overview	<p>The areas of study for Unit 3 Literature are:</p> <ul style="list-style-type: none"> • Adaptations and transformations – this includes: <ul style="list-style-type: none"> ○ A close analysis study of the text. ○ A comparative essay of the original and the adaptation. • Developing Interpretations – this includes: <ul style="list-style-type: none"> ○ A close analysis of the text. ○ An essay applying a reading as supplied in a supplementary reading. <p>The areas of study for Unit 4 Literature are:</p> <ul style="list-style-type: none"> • Creative responses to texts – this includes: <ul style="list-style-type: none"> ○ A close analysis of the text. ○ A creative response. • Close analysis of texts – this includes: <ul style="list-style-type: none"> ○ A close analysis of the text.
Pre-Requisites for this Study	Recommended VCE Unit 1&2 Literature.
Future Study Pathway	VCE Unit 3&4 Literature opens many pathways in a range of fields.
Outcome Assessment Description	Unit 3&4 Literature will be assessed by class work, assessment tasks and an end of year exam. Unit 3 = 25%, Unit 4 = 25%, Exam = 50%
Contact Details at St Patrick's College	Your Year 11 Literature teacher or Mrs Trudi O'Callaghan (Head of English)



Heath and Physical Education





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 HEALTH AND HUMAN DEVELOPMENT

Year Level	Year 11
Subject Title	Health and Human Development
Unit of Study	Unit 1&2
Unit Description Summary	<p>VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.</p> <p>Wellbeing is a complex combination of all dimensions of health, characterized by an equilibrium in which the individual feels happy, healthy, capable, and engaged. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural, and environmental factors, many of which can be modified by health care and other interventions.</p> <p>Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.</p>
Content Overview	<p>Unit 1: Understanding health and wellbeing:</p> <ul style="list-style-type: none"> • Health perspectives and influences • Health and nutrition • Youth health and wellbeing <p>Unit 2: Managing health and development:</p> <ul style="list-style-type: none"> • Developmental transitions • Health care in Australia
Pre-Requisites for this Study	N/A
Future Study Pathway	Unit 3&4 Health and Human Development
Outcome Assessment Description	<ul style="list-style-type: none"> • Case Study Reports • Research Tasks and Data Analysis • Tests and an end of semester Exam.
Contact Details at St Patrick's College	Year 11 Health and Human Development Teachers and Mr Tom Nash (Head of HAPE)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 OUTDOOR EDUCATION

Year Level	Year 11
Subject Title	Outdoor and Environmental Studies
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students explore the many ways in which nature is understood and perceived as well as developing a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.</p> <p>Unit 2 focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.</p> <p>Throughout Unit 1&2 students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.</p>
Content Overview	<p>In Unit 1, a student will study:</p> <ul style="list-style-type: none"> • Area of Study 1: Our place in outdoor environments • Area of Study 2: Exploring outdoor environments • Area of Study 3: Safe and sustainable participation in outdoor experiences <p>In Unit 2, a student will study:</p> <ul style="list-style-type: none"> • Area of Study 1: Understanding outdoor environments • Area of Study 2: Observing impacts on outdoor environments • Area of Study 3: Independent participation in outdoor environments
Pre-Requisites for this Study	N/A
Future Study Pathway	VCE Unit 3&4 Outdoor and Environmental Studies.
Outcome Assessment Description	<p>The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Examples of assessments could include:</p> <ul style="list-style-type: none"> • A case study • An oral presentation which can include the use of multimedia and podcast • Data analysis • A written response to an issue • Test <p>All assessments for Unit 1&2 are school-based</p>
Contact Details at St Patrick's College	Mr Nathan Geaghan (Outdoor and E.S. Teacher) or Mr Tom Nash (Head of Health and Physical Education)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 PHYSICAL EDUCATION

Year Level	Year 11
Subject Title	Physical Education
Unit of Study	Unit 1&2
Unit Description Summary	<p>VCE Physical Education explores the complex interrelationships between anatomical, bio-mechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity.</p> <p>The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport, and exercise.</p>
Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • How does the musculoskeletal system work to produce movement? • How does the cardiorespiratory system function at rest and during physical activity? <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • What are the relationships between physical activity, sport, health and society? • What are the contemporary issues associated with physical activity and sport?
Pre-Requisites for this Study	N/A
Future Study Pathway	Health Studies, Physical Education, Sport Science, Human Movement and Health Science.
Outcome Assessment Description	<p>Assessments in this subject may include:</p> <ul style="list-style-type: none"> • Tests, laboratory reports, case study analysis • End of semester exam
Contact Details at St Patrick's College	Mr Tom Nash (Head of Health and Physical Education)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 HEALTH AND HUMAN DEVELOPMENT

Year Level	Year 12
Subject Title	Health and Human Development
Unit of Study	Unit 3&4
Unit Description Summary	<p>Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.</p> <p>They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national, and global; and across time and the lifespan.</p> <p>Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.</p>
Content Overview	<p>During Unit 3, students will study:</p> <ul style="list-style-type: none"> • Understanding health and wellbeing • Promoting health and wellbeing <p>During Unit 4, students will study:</p> <ul style="list-style-type: none"> • Health and wellbeing in a global context • Health and the Sustainable Development Goals
Pre-Requisites for this Study	N/A
Future Study Pathway	Human Movement, Health Sciences and Health Policy Studies.
Outcome Assessment Description	<p>Health and Human Development will be assessed via; written reports, oral and visual presentations and structured questions.</p> <ul style="list-style-type: none"> • Unit 3 School-assessed coursework 25% • Unit 4 School-assessed coursework 25% • End-of-year examination 50%
Contact Details at St Patrick's College	Contact the current Year 12 Health and Human Development Teachers or Mr Tom Nash (Head of Health and Physical Education)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 OUTDOOR EDUCATION

Year Level	Year 12
Subject Title	Outdoor and Environmental Studies
Unit of Study	Unit 3&4
Unit Description Summary	<p>Unit 3 focuses on the ecological, historical, and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.</p> <p>In Unit 4, students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.</p> <p>Students are involved in multiple experiences in outdoor environments. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.</p>
Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Area of Study 1: Changing human relationships with outdoor environments • Area of Study 2: Relationships with Australian environments in the past decade <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Area of Study 1: The importance of healthy outdoor environments • Area of Study 2: The future of outdoor environments • Area of Study 3: Investigating outdoor environments
Pre-Requisites for this Study	Students wishing to complete an accelerated Unit 3&4 as part of their Year 11 studies, should have completed Unit 1&2 as an accelerated subject in Year 10.
Future Study Pathway	<p>Completion of this study can assist as a link to further studies in tertiary education. For example:</p> <ul style="list-style-type: none"> • Bachelor of Outdoor and Environmental Education • Bachelor of Sport, Physical and Outdoor Education • Bachelor of Secondary Education (HAPE Teaching)
Outcome Assessment Description	<p>The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Unit 3 – 20% towards the calculated Study Score • Unit 4 – 30% towards the calculated Study Score • VCE Exam – 50% towards the calculated Study Score
Contact Details at St Patrick's College	Mr Nathan Geaghan (Outdoor and E.S. Teacher) or Mr Tom Nash (Head of Health and Physical Education)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 PHYSICAL EDUCATION

Year Level	Year 12
Subject Title	Physical Education
Unit of Study	Unit 3&4
Unit Description Summary	<p>VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental, and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.</p> <p>Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.</p>
Content Overview	<p>In Unit 3, a student will study:</p> <ul style="list-style-type: none"> • How are movement skills improved? • How does the body produce energy? <p>In Unit 4, a student will study:</p> <ul style="list-style-type: none"> • What are the foundations of an effective training program? • How is training implemented effectively to improve fitness?
Pre-Requisites for this Study	N/A
Future Study Pathway	Health Sciences, Physical Education, Health Policy and Sport Science.
Outcome Assessment Description	<p>A student's level of achievement for Units 3&4 will be determined by School Assessed Coursework and the end-of-year examination. SAC tasks will include:</p> <ul style="list-style-type: none"> • A case study. • A laboratory report. • A written report (of six-week training program) • Tests <p>Assessment:</p> <p>Unit 3 School Assessed Coursework contributes to 25% of the Study Score Unit 4 School Assessed Coursework contributes to 25% of the Study Score.</p> <p>The end of year examination contributes to 50% of the Study Score.</p>
Contact Details at St Patrick's College	Your Unit 3&4 Physical Education teachers or Mr Tom Nash (Head of Health and Physical Education)



ST PATRICK'S COLLEGE BALLARAT

VCE VET SPORT AND RECREATION

Year Level	Year 11 or Year 12
Subject Title	VCE VET Sport and Recreation
Unit of Study	Unit 3&4
Unit Description Summary	<p>Why study VCE VET Sport and Recreation?</p> <p>VCE VET programs are approved for senior secondary school students and endorsed for recognition in the VCE by the Victorian Curriculum and Assessment Authority (VCAA). This program contributes towards the attainment of VCE Units 3/4 which may also contribute towards an ATAR score at the completion of Year 12.</p> <p>What knowledge and skills will you gain?</p> <p>Knowledge and skills students will gain include:</p> <ul style="list-style-type: none"> • Occupational Health and Safety in sport and recreation • Conducting risk analysis • Conducting a sport and recreation session for participants
Content Overview	<ul style="list-style-type: none"> • Participate in WHS hazard identification, risk assessment and risk control. • Conduct sport coaching with foundation level participants. • Plan and conduct programs • Facilitate groups. • Educate user groups
Pre-Requisites for this Study	N/A
Future Study Pathway	<ul style="list-style-type: none"> • Sports administration/officiating • Athlete career education • Outdoor recreation • Sports training and conditioning • Commercial tour companies running adventure and recreation activities. • School-based fitness and outdoor recreation programs • Corporate programs • Community health and fitness centres
Outcome Assessment Description	<p>Students wishing to receive a study score for the VCE VET Sport and Recreation must undertake a scored assessment. This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score. This study score can contribute directly to the primary four or as a fifth or sixth study.</p> <p>The study score is derived from:</p> <ul style="list-style-type: none"> • Completion of three assessable tasks designed to determine competence of the cluster units of competency within each task • Completion of an examination in the end-of-year examination session, based on the underpinning knowledge and skills in the evidence guide of the units of competence
Contact Details at St Patrick's College	VET Sport and Recreation teacher, Mr Kinnersly or Mr Tom Nash (Head of Health and Physical Education)



Humanities





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 ACCOUNTING

Year Level	Year 11
Subject Title	Accounting
Unit of Study	Unit 1&2
Unit Description Summary	<p>Accounting is a central part of a general business education. If you are interested in operating your own business or becoming a manager in business, then this subject will be a valuable use of your time. This study focuses on the procedures of accounting and finance and the way in which these procedures may be used.</p> <p>The study examines the processes of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision making. It introduces financial information in a range of forms: raw data, records, and reports. Accounting requires a problem-solving attitude.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • reasons for establishing a small business • factors that lead to the success or failure of a small business • use of correct accounting terminology • the principles underlying the recording of financial data and preparation of accounting information • how to prepare and analyse financial reports to make business decisions • preparation of financial reports at the end of reporting sessions • the preparation of budgets and analysis of financial information to improve the performance of a business
Pre-Requisites for this Study	N/A
Future Study Pathway	Accounting is a subject that will provide the necessary background for any student wishing to complete a degree in the Commerce or Business Faculty of Universities and TAFE Colleges. Most business or commerce courses will have accounting units as core Areas of Study.
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Tests • Case studies • Exam
Contact Details at St Patrick's College	Your Year 10 Humanities Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 BUSINESS MANAGEMENT

Year Level	Year 11
Subject Title	Business Management
Unit of Study	Unit 1&2
Unit Description Summary	<p>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.</p> <p>Students also 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. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • The business idea • Internal business environment and planning • External business environment and planning • Legal requirements and financial consideration • Marketing a business • Staffing a business
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Business Studies Unit 3&4.</p> <p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Business Management • Administration • Teaching • Marketing • Human Resource Management
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Tests • Exams
Contact Details at St Patrick's College	Your Year 10 Humanities Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 ECONOMICS

Year Level	Year 11
Subject Title	Economics
Unit of Study	Unit 1&2
Unit Description Summary	Economics is a foundational study for anyone interested in business. No matter what aspect of the business world you are interested in, economics is the starting place. Economics is also recognised as the starting place for all practical reform to change any aspect of society
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • The role of markets in the Australian economy • How markets operate to meet the needs and wants of its citizens, and be able to apply economic decision making to current economic problems • The nature of economic growth and inflation and explain how these issues are affected by the actions of economic decision-makers as well as evaluate the impact of these issues on living standards • The impact of contemporary economic issues on living standards • The factors that influence Australia's population and labour markets • The nature of contemporary global economic issues
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Economics Unit 3&4.</p> <p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Human Resource Management Employment Fields including: <ul style="list-style-type: none"> ◦ Education, Law, Journalism, Politics, Management, Administration, Marketing, Finance, Human Resource Management, Private sector analyst, Government advisor • Many employers expect a degree of economic knowledge. To know economics is to make oneself immediately more employable.
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Short answer questions • Analytical reports • Extended responses
Contact Details at St Patrick's College	Your Year 10 Humanities Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 LEGAL STUDIES

Year Level	Year 11
Subject Title	Legal Studies
Unit of Study	Unit 1&2
Unit Description Summary	<p>In Unit 1 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. Students are introduced to and apply the principles of justice.</p> <p>In Unit 2 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. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • Main sources of laws • Main types of laws • Effectiveness of laws • Purpose of criminal and civil • Key concepts of criminal and civil law • Principles of justice • Purpose and types of sanctions • Purposes and types of remedies • Methods and institutions available to resolve civil disputes • One contemporary human rights issue
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for VCE Legal Studies Unit 3&4.</p> <p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Arts (Criminal Justice) • Arts (Public Safety) • Commerce • Law • Police Studies <p>Employment fields that stem from these studies include: Clerk of Courts, Conveyancing, Court Officer, Lawyer, Office Administrator, Paralegal Worker, Police Officer, Public Servant (e.g., Policy Advisors, Ombudsman), Security Officer, Journalism, Parliament, Social Worker, Education, Business.</p>
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Tests • Exams
Contact Details at St Patrick's College	Your Year 10 Humanities Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 MODERN HISTORY

Year Level	Year 11
Subject Title	Modern History
Unit of Study	Unit 1&2
Unit Description Summary	<p>In Unit 1 students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. This unit considers the way in which Western societies responded to these changes, how they affected people's lives.</p> <p>In Unit 2 students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established and describe the empire's global power and why their influence prospered.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • The interwar years • Ideologies of Fascism and Communism • Age of imperialism
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a solid foundation for related VCE history studies including:</p> <ul style="list-style-type: none"> • VCE Units 3 and 4 Australian History • VCE Units 3 and 4 Revolutions. <p>This unit also provides a foundation for Higher Education Degrees such as</p> <ul style="list-style-type: none"> • Arts • Education • Law • Journalism • Social Work • Librarianship
Outcome Assessment Description	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Analytical and Evaluation essays • Reports • Examinations
Contact Details at St Patrick's College	Your Year 10 Humanities Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 VCE-VM: PERSONAL DEVELOPMENT

Year Level	Year 11
Subject Title	VCE-VM Personal Development Skills
Unit of Study	Unit 1&2
Unit Description Summary	VCE-VM Personal Development Skills is designed for students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?
Content Overview	<p>In this subject, students will:</p> <ul style="list-style-type: none"> • Develop a sense of identity and self-worth • Understand and apply concepts that support individual health and wellbeing • access, critique, synthesise and communicate reliable information • explain the role of community and the importance of social connectedness • Practise the rights and responsibilities of belonging to a community • recognise and describe the attributes of effective leaders and teams • Set and work towards the achievement of goals • Work independently and as part of a team to understand and respond to community need • Evaluate and respond to issues that have an impact on society • Develop capacities to participate in society as active, engaged and informed citizens
Pre-Requisites for this Study	N/A
Future Study Pathway	This subject provides a foundation for further study through TAFE and/or the skills necessary to begin an apprenticeship.
Outcome Assessment Description	<p>The VCE-VM Personal Development Skills units of study have specified learning outcomes which are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.</p> <p>Unlike other VCE studies there are no external assessments of VCE-VM Unit 3-4 sequences, and VCE-VM studies do not receive a study score.</p>
Contact Details at St Patrick's College	Mr Mark Robson (Head of Senior School) or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 VCE-VM: WORK RELATED SKILLS

Year Level	Year 11
Subject Title	Vocational Major: Work Related Skills
Unit of Study	Unit 1&2
Unit Description Summary	<p>VCE-VM Work Related Skills is designed for students preparing to transition to the workforce and/or to further education. Students are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.</p> <p>Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.</p>
Content Overview	<p>In this subject, students will work to:</p> <ul style="list-style-type: none"> • Understand and apply concepts and terminology related to the workplace. • Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual. • Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals • Develop effective communication skills to enable self-reflection and self-promotion. • Apply skills and knowledge in a practical setting
Pre-Requisites for this Study	N/A
Future Study Pathway	This subject provides a foundation for further study through TAFE and/or the skills necessary to begin an apprenticeship.
Outcome Assessment Description	<p>The VCE-VM Work Related Skills units of study have specified learning outcomes which are standards based. All assessments for the achievement of learning outcomes, and therefore the units, are school based and assessed through a range of learning activities and tasks.</p> <p>Unlike other VCE studies there are no external assessments of VCE-VM Unit 3-4 sequences, and VCE-VM studies do not receive a study score.</p>
Contact Details at St Patrick's College	Mr Mark Robson (Head of Senior School) or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 ACCOUNTING

Year Level	Year 12
Subject Title	Accounting
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 students focus on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. 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</p> <p>In Unit 4 students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system</p>
Content Overview	<p>In this subject, students will be:</p> <ul style="list-style-type: none"> • Recording and analysing financial data • Preparing and interpreting accounting reports • The extension of recording and reporting • Looking at budgeting and decision-making
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Commerce • Business • Management • Law • Marketing • Tourism • Economics • Finance <p>Employment Fields. Accountancy, Law, Taxation, Marketing, Management and Administration, Hospitality and Tourism, Real Estate, Banking, Public Service (Local, State and Federal).</p>
Outcome Assessment Description	<p>SACs - 50%</p> <p>Exam - 50%</p>
Contact Details at St Patrick's College	Your Unit 1&2 Accounting Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 BUSINESS MANAGEMENT

Year Level	Year 12
Subject Title	Business Management
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 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.</p> <p>In Unit 4 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. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • Business foundations • Human resource management • Operations management • Reviewing performance – the need for change • Implementing change
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Human Resource Management • Business Management • Administration • Teaching • Marketing <p>Human Resource Management Employment Fields: Management, Administration, Teaching, Marketing and Human Resource Management.</p>
Outcome Assessment Description	<ul style="list-style-type: none"> • SACs - 50% • Exam - 50%
Contact Details at St Patrick's College	Your Unit 1&2 Business Management Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 ECONOMICS

Year Level	Year 12
Subject Title	Economics
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.</p> <p>In Unit 4 students focus on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • How resources are allocated in Australia to provide the highest material and nonmaterial living standards possible • How key decisions made in Australian politics and public policy impact on the economy • The key economic goals that are pursued by Australia • The key challenges to Australia's economic success • The role of governments in increasing the living standards of Australians • International economic situations
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Human Resource Management Employment Fields including: <ul style="list-style-type: none"> ◦ Education, Law, Journalism, Politics, Management, Administration, Marketing, Finance, Human Resource Management, Private sector analyst, Government advisor <p>Many employers expect a degree of economic knowledge. To know economics is to make oneself immediately more employable.</p>
Outcome Assessment Description	<ul style="list-style-type: none"> • SACs - 50% • Exam - 50%
Contact Details at St Patrick's College	Your Unit 1&2 Economics Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 HISTORY - AUSTRALIAN

Year Level	Year 12
Subject Title	History - Australian
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Units 3&4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story</p> <ul style="list-style-type: none"> • Creating a nation (1834-2008) • War and upheaval (1909-1992)
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • Recent historical events from an informed viewpoint • Historical documents and images • The world around them and understand how historical events and outcomes impact well beyond the context of the event
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit also provides a foundation for Higher Education Degrees or other study/employment pathways such as:</p> <ul style="list-style-type: none"> • Education • Research • Archaeology • Museum curatorship • Professional writing • Political Science
Outcome Assessment Description	<ul style="list-style-type: none"> • SACs - 50% • Exam - 50%
Contact Details at St Patrick's College	Your Unit 1&2 History Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 HISTORY - REVOLUTIONS

Year Level	Year 12
Subject Title	History - Revolutions
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Units 3&4 History - Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in pervasive change to society. Their consequences have had a profound effect on the political and social structures of the post-revolutionary society.</p> <p>The course is an exciting study that gives you an understanding of the complexity of causes and consequences of the revolutionary narrative and you will also learn about some of the amazing people who experienced these momentous events.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • Russia and America in order to: <ul style="list-style-type: none"> ○ View recent historical events from an informed viewpoint ○ Evaluate historical documents and images ○ Develop an interest in the world around you and understand how historical events and outcomes impact well beyond the context of the event.
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit also provides a foundation for Higher Education Degrees or other study/employment pathways such as:</p> <ul style="list-style-type: none"> • Education • Research • Archaeology • Museum curatorship • Professional writing • Political Science.
Outcome Assessment Description	<ul style="list-style-type: none"> • SACs - 50% • Exam - 50%
Contact Details at St Patrick's College	Your Unit 1&2 History Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 INDUSTRY AND ENTERPRISE

Year Level	Year 12
Subject Title	Industry and Enterprise
Unit of Study	Unit 3&4
Unit Description Summary	<p>Industry and Enterprise prepares students for effective workplace participation. Students develop work related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options.</p> <p>Students build work-related skills that assist in dealing with issues affecting participants in the workplace. Students investigate job tasks and processes in work settings as well as entry level requirements associated with work in selected industries.</p>
Content Overview	<p>In this subject, students will:</p> <ul style="list-style-type: none"> • Study the nature of careers and the concepts of career development, multiple career pathways and lifelong learning • Techniques for developing personal career goals and pathways • Research and report on a range of personal career goals and pathways • Identify personal and social competencies • Demonstrate competency in entry-level OH&S requirements • Analyse the likely impact of future industry growth areas and emerging employment trends on individuals and work settings.
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit provides a foundation for:</p> <ul style="list-style-type: none"> • Higher Education Degrees such as: <ul style="list-style-type: none"> ◦ Commerce • TAFE: Apprenticeship and TAFE Diplomas and Certificate Courses such as: <ul style="list-style-type: none"> ◦ Administration ◦ Business • Employment Fields such as: <ul style="list-style-type: none"> ◦ Trades and small businesses
Outcome Assessment Description	<ul style="list-style-type: none"> • SACs - 50% • Exam - 50%
Contact Details at St Patrick's College	Your Humanities/Business/Economics Teacher or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 LEGAL STUDIES

Year Level	Year 12
Subject Title	Legal Studies
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 students examine the methods and institutions in the criminal and civil 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 means and institutions used to determine and resolve cases.</p> <p>In Unit 4 students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.</p>
Content Overview	<p>In this subject, students will study:</p> <ul style="list-style-type: none"> • Key principles in the criminal justice system • Ability of sanctions to achieve their purpose • Ability of the criminal and civil justice system to achieve the principles of justice • Key principles in the civil justice system • Ability of remedies to achieve their purpose • Ability of parliament and courts to make law • Checking mechanisms on the Australian Constitution • Reasons for law reform and constitutional reform • Ability of individuals to change the Constitution • Ability of individuals to influence change in the law • Ability of law reform bodies to influence change in the law.
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>This unit also provides a foundation for Higher Education Degrees or TAFE courses such as:</p> <ul style="list-style-type: none"> • Arts (Criminal Justice) • Arts (Public Safety) • Commerce • Law • Police Studies <p>Employment fields that stem from these studies include: Clerk of Courts, Conveyancing, Court Officer, Lawyer, Office Administrator, Paralegal Worker, Police Officer, Public Servant (e.g., Policy Advisors, Ombudsman), Security Officer, Journalism, Parliament, Social Worker, Education, Business.</p>
Outcome Assessment Description	<ul style="list-style-type: none"> • SACS worth 50% • Exam worth 50%
Contact Details at St Patrick's College	Your Unit 1&2 Legal Studies Teacher or Mr Matt Miller (Head of Humanities)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 VCE-VM: PERSONAL DEVELOPMENT

Year Level	Year 12
Subject Title	VCE-VM Personal Development Skills
Unit of Study	Unit 3&4
Unit Description Summary	VM Personal Development Skills is designed for students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?
Content Overview	<p>In this subject, students will:</p> <ul style="list-style-type: none"> • Develop a sense of identity and self-worth • Understand and apply concepts that support individual health and wellbeing • Access, critique, synthesise and communicate reliable information • explain the role of community and the importance of social connectedness • Practise the rights and responsibilities of belonging to a community • recognise and describe the attributes of effective leaders and teams • Set and work towards the achievement of goals • Work independently and as part of a team to understand and respond to community need • Evaluate and respond to issues that have an impact on society • Develop capacities to participate in society as active, engaged and informed citizens.
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>The VM Personal Development Skills units of study have specified learning outcomes which are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.</p> <p>Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score.</p>
Outcome Assessment Description	<p>The VM Personal Development Skills units of study have specified learning outcomes which are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.</p> <p>Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score.</p>
Contact Details at St Patrick's College	Mr Mark Robson (Head of Senior School) or Mr Matt Miller (Head of Humanities)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 VCE-VM: WORK RELATED SKILLS

Year Level	Year 12
Subject Title	VCE-VM Work Related Skills
Unit of Study	Unit 3&4
Unit Description Summary	VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences. Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world.
Content Overview	<p>In this subject, students will work to:</p> <ul style="list-style-type: none"> • Understand and apply concepts and terminology related to the workplace • Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual • Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals • Develop effective communication skills to enable self-reflection and self-promotion • Apply skills and knowledge in a practical setting
Pre-Requisites for this Study	N/A
Future Study Pathway	This subject provides a foundation for further study through TAFE and/or the skills necessary to begin an apprenticeship.
Outcome Assessment Description	<p>The VM Work Related Skills units of study have specified learning outcomes which are standards based. All assessments for the achievement of learning outcomes, and therefore the units, are school based and assessed through a range of learning activities and tasks.</p> <p>Unlike other VCE studies there are no external assessments of VCE VM Unit 3-4 sequences, and VCE VM studies do not receive a study score.</p>
Contact Details at St Patrick's College	Mr Mark Robson (Head of Senior School) or Mr Matt Miller (Head of Humanities)



Languages



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 JAPANESE AS A SECOND LANGUAGE

Year Level	Year 11
Subject Title	Japanese as a Second Language
Unit of Study	Unit 1&2
Unit Description Summary	<p>The study of Japanese contributes to personal development in a range of areas including communication skills, intercultural understanding cognitive development and literacy. Japanese Second Language students continue to develop their use of modern standard Japanese in both written and spoken form.</p> <p>In Units 1&2 students increase their understanding of the Japanese language and culture through the study of topics chosen from the three prescribed themes: the individual, the Japanese speaking communities, and the world around us. They analyse visual, spoken, and written texts and they consolidate and extend vocabulary, grammar knowledge and language skills. They continue to read and write the phonetic hiragana and katakana scripts and they learn to read and write an additional fifty kanji.</p>
Content Overview	<p>Areas of study for Japanese Second Language Unit 1&2 are:</p> <ul style="list-style-type: none"> • Interpersonal Communication: Students participate in an informal personal conversation. They read, listen to and view texts in Japanese and write a response in Japanese focusing on language that is suitable for a specific purpose and audience. • Interpretive Communication: Students locate and use information from a variety of texts on the same subtopic presented in Japanese. They respond to specific questions or instructions in English and Japanese and they produce an extended written response in Japanese. • Presentational Communication: Students present information and ideas in Japanese in a written or spoken presentation. They research an aspect of Japanese culture and present information an explanation or personal story.
Pre-Requisites for this Study	Students will usually have completed Year 10 Japanese before undertaking Japanese as a Second Language Unit 1&2.
Future Study Pathway	Students who have completed Japanese as a Second Language Unit 1&2 are able to enrol in Japanese as a Second Language Unit 3&4.
Outcome Assessment Description	<p>Unit 1:</p> <ul style="list-style-type: none"> • Outcome 1: participate in a conversation, interview, or role-play about a selected topic • Outcome 2: interpret information from two texts, written, spoken, or audio-visual, on the same subtopic presented in Japanese. Respond in writing in Japanese and English. • Outcome 3: create a written text in Japanese presenting information and ideas for a selected audience and purpose. • Semester 1 Examination <p>Unit 2:</p> <ul style="list-style-type: none"> • Outcome 1: respond in writing in Japanese to spoken, written or visual texts presented in Japanese. • Outcome 2: analyse and use information from written, spoken, or visual texts to present an extended written response in Japanese. • Outcome 3: use spoken Japanese to present information, ideas, and concepts about an aspect of Japanese culture. • Semester 2 Examination
Contact Details at St Patrick's College	Your Year 10 Japanese teacher or Mr Paul Tucker (Head of Languages)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 JAPANESE AS A SECOND LANGUAGE

Year Level	Year 12
Subject Title	Japanese as a Second Language
Unit of Study	Unit 3&4
Unit Description Summary	<p>The study of Japanese contributes to personal development in a range of areas including communication skills, intercultural understanding cognitive development and literacy. Japanese as a Second Language students continue to develop their use of modern standard Japanese in both written and spoken form. They use the Japanese language to investigate the way Japanese speakers interpret and express ideas, and they study and reflect on aspects of Japanese communities and the rich traditional and popular cultures of Japan.</p> <p>They consolidate and extend vocabulary, grammar knowledge and language skills. They use the plain and polite forms of the language enabling them to demonstrate understanding of Japanese cultural values and hierarchical relationships. They continue to read and write the phonetic hiragana and katakana scripts, and they learn to read and write 200 kanji.</p>
Content Overview	<p>Three themes are prescribed for Japanese as a Second Language:</p> <ul style="list-style-type: none"> • The individual • The Japanese speaking communities • The World around us <p>The areas of study are:</p> <ul style="list-style-type: none"> • Interpersonal communication. Students develop language skills required to resolve a personal issue by negotiation. They research and share information about a cultural product or practice from Japan, commenting on how this product or practice reflects a Japanese cultural perspective or behaviour. • Interpretive Communication. Students analyse information from written, spoken and viewed texts which provide an insight into an aspect of life in Japanese speaking communities. They respond to the texts in written Japanese making comparisons between the details and the points of view expressed in the texts. • Presentational Communication. Students create extended, original pieces of writing. They express their ideas in personal, imaginative, informative, evaluative or persuasive texts. They use a wide range of vocabulary and grammatical structures, and they ensure that their writing includes culturally appropriate content
Pre-Requisites for this Study	Japanese as a Second Language Unit 1&2.
Future Study Pathway	Students may continue their study of Japanese at University.
Outcome Assessment Description	<p>Unit 3: School assessed course work contributes 25 percent to the study score.</p> <ul style="list-style-type: none"> • Outcome 1: A 3-4-minute roleplay in Japanese focussing on negotiating a resolution to a personal issue. • Outcome 2: Responses to specific questions or instructions using information extracted from written, spoken or viewed texts on the selected subtopic. • Outcome 3: Express ideas in a personal, informative, or imaginative piece of writing of 450-ji. <p>Unit 4: School assessed course work contributes 25 percent to the study score.</p> <ul style="list-style-type: none"> • Outcome 1: A 3-4-minute interview in Japanese about a cultural product or practice. • Outcome 2: Written response of 450-ji incorporating information from 3 or more texts. • Outcome 3: An evaluative or persuasive piece of writing of 500-ji. <p>End of year examinations which together contribute 50 percent to the study score:</p> <ul style="list-style-type: none"> • An oral examination • A written examination
Contact Details at St Patrick's College	Your Year 11 Japanese teacher or Mr Paul Tucker (Head of Languages)



Mathematics





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 GENERAL MATHEMATICS

Year Level	Year 11
Subject Title	General Mathematics
Unit of Study	Unit 1&2
Unit Description Summary	<p>General Mathematics Unit 1&2 caters for a range of student interests, providing preparation for the study of VCE General Mathematics at the Unit 3&4 level.</p> <p>The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. Students develop fluency in relevant mental and by-hand approaches to estimation and computation.</p> <p>Students use numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for working mathematically, and in related assessment, these skills are incorporated throughout each unit.</p>
Content Overview	<p>Areas of study for General Mathematics include:</p> <ul style="list-style-type: none"> • Data analysis, probability and statistics: Investigating and comparing data distributions, Investigating relationships between two numerical variables • Algebra, number and structure: Arithmetic and geometric sequences, first order linear recurrence relations and financial mathematics • Functions, relations and graphs: Linear functions, graphs, equations and models and Variation • Discrete Mathematics: Matrices, Graphs and networks • Space and measurement: Space, measurement and applications of trigonometry
Pre-Requisites for this Study	It is recommended that students have completed Year 10 Pre-General (or Pre-Methods) Mathematics before completing this course, however this is not a formal requirement.
Future Study Pathway	General Mathematics Unit 1&2 is designed as preparation for General Mathematics Unit 3&4.
Outcome Assessment Description	General Mathematics will be assessed by class work, tests, assignments, summary and review notes and an end of semester exam.
Contact Details at St Patrick's College	Your Year 10 Mathematics teacher or Mr Steven Biggin (Head of Mathematics)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 MATHEMATICAL METHODS

Year Level	Year 11
Subject Title	Mathematical Methods
Unit of Study	Unit 1&2
Unit Description Summary	<p>Mathematical Methods Unit 1&2 provides an introductory study to simple elementary functions of a single real variable, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.</p> <p>In undertaking this study, students are expected to be able to apply techniques, routines and processes in a number of situations, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.</p>
Content Overview	<p>The areas of study for Mathematical Methods Unit 1&2 are:</p> <ul style="list-style-type: none"> • Functions, relations, and graphs • Algebra, number, and structure • Calculus • Data analysis, probability, and statistics
Pre-Requisites for this Study	Strong performance in Year 10 Pre-Methods is an indicator of preparedness for this course of study.
Future Study Pathway	Unit 1&2 Mathematic Methods is designed as preparation for Unit 3&4 Mathematical Methods.
Outcome Assessment Description	Mathematical Methods will be assessed by class work, tests, assignments, summary and review notes and end of semester exams.
Contact Details at St Patrick's College	Your Year 10 Mathematics teacher or Mr Steven Biggin (Head of Mathematics)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 SPECIALIST MATHEMATICS

Year Level	Year 11
Subject Title	Specialist Mathematics
Unit of Study	Unit 1&2
Unit Description Summary	<p>Specialist Mathematics Unit 1&2 provides a course for students who wish to undertake an in-depth study of Mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.</p> <p>This study explore the discipline of Mathematics in depth, investigating a broad range of applications, as well as development of a sound background for further studies in Mathematics and mathematics related fields.</p>
Content Overview	<p>The areas of study for Specialist Mathematics include:</p> <ul style="list-style-type: none">• Algebra, number and structure: Proof and number, Graph theory and logic and algorithms• Discrete mathematics: Sequences and Series, Combinatorics and Matrices• Data analysis, probability and statistics: Simulation, sampling and sampling distributions• Space and measurement: Trigonometry, transformations and vectors in the plane• Algebra, number and structure: Complex numbers• Functions, relations and graphs
Pre-Requisites for this Study	<p>Students may be invited to undertake Specialist Mathematics Unit 1&2 whilst in Year 10, based on their performance in Year 9.</p> <p>Any student enrolled in VCE Mathematical Methods Unit 1&2 may also choose to do Specialist Mathematics Units 1&2.</p>
Future Study Pathway	Specialist Mathematics Units 1&2 are designed as preparation for Specialist Mathematics Units 3&4.
Outcome Assessment Description	Specialist Mathematics will be assessed by class work, tests, assignments, summary and review notes and end of semester exams.
Contact Details at St Patrick's College	Your Year 10 Mathematics Teacher or Mr Steven Biggin (Head of Mathematics)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 FOUNDATION MATHEMATICS

Year Level	Year 12
Subject Title	Foundation Mathematics
Unit of Study	Unit 3&4
Unit Description Summary	<p>Foundation Mathematics Units 3&4 focuses on 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.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.</p>
Content Overview	<p>The areas of study for Foundation Mathematics include:</p> <ul style="list-style-type: none"> • Algebra, number and structure • Data analysis, probability and statistics • Discrete mathematics: Financial and consumer mathematics • Space and measurement
Pre-Requisites for this Study	It is recommended that students have completed Unit 1&2 Foundation (or General) Mathematics before completing this course, however this is not a formal requirement.
Future Study Pathway	Foundation Mathematics provides for the continuing of mathematical development with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.
Outcome Assessment Description	<p>Unit 3 SAC's 40%</p> <p>Unit 4 SAC's 20%</p> <p>Exam 40%</p>
Contact Details at St Patrick's College	Your Year 11 Mathematics teacher or Mr Steven Biggin (Head of Mathematics)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 GENERAL MATHEMATICS

Year Level	Year 12
Subject Title	General Mathematics
Unit of Study	Unit 3&4
Unit Description Summary	General Mathematics Unit 3&4 focuses on real-life application of Mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete Mathematics'. The subject is designed to be accessible to many students. It can be undertaken in Year 11 by students who have studied Year 10 Mathematical Methods or Unit 1&2 Specialist Mathematics to a high standard.
Content Overview	<p>The areas of study for General Maths include:</p> <ul style="list-style-type: none"> • Data analysis, probability and statistics: Investigating data distributions, investigating association between two variables, Investigating and modelling linear associations, Investigating and modelling time series data • Discrete mathematics: Recursion and financial modelling, Depreciation of assets, Compound interest investments and loans, Reducing balance loans, Annuities and perpetuities and Compound interest investment with periodic and equal additions to the principal • Matrices: Matrices and their applications • Graphs and Networks: Exploring and travelling problems, Trees and minimum connector problems, Flow problems, Shortest path problems, Matching problems and Scheduling problems and critical path analysis
Pre-Requisites for this Study	It is recommended that students have completed Unit 1&2 General Mathematics before completing this course, however this is not a formal requirement.
Future Study Pathway	General Mathematics (or any Mathematics) is sometimes a pre-requisite subject for university courses.
Outcome Assessment Description	Unit 3 SACs 24% Unit 4 SACs 16% Exam 1 30% Exam 2 30%
Contact Details at St Patrick's College	Your Year 10 Mathematics teacher or Mr Steven Biggin (Head of Mathematics)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 MATHEMATICAL METHODS

Year Level	Year 12
Subject Title	Mathematical Methods
Unit of Study	Unit 3&4
Unit Description Summary	<p>Mathematical Methods Unit 3&4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.</p> <p>This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in Specialist Mathematics Units 1&2 and or Mathematical Methods Unit 1&2.</p>
Content Overview	<p>The Areas of Study for Mathematical Methods include:</p> <ul style="list-style-type: none"> • Functions, relations and graphs • Algebra, number and structure • Calculus • Data Analysis, probability and statistics
Pre-Requisites for this Study	Solid performance in Unit 1&2 Mathematical Methods is strongly advised.
Future Study Pathway	Mathematical Methods is a pre-requisite for many tertiary courses, including some engineering, mathematics, commerce, science and medical related courses.
Outcome Assessment Description	<p>Unit 3 SAC's 20%</p> <p>Unit 4 SAC's 20 %</p> <p>Exam 1 20%</p> <p>Exam 2 40%</p>
Contact Details at St Patrick's College	Your Year 11 Mathematics teacher or Mr Steven Biggin (Head of Mathematics)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 SPECIALIST MATHEMATICS

Year Level	Year 12
Subject Title	Specialist Mathematics
Unit of Study	Unit 3&4
Unit Description Summary	<p>Specialist Mathematics is recommended for students intending to study Mathematics, Science, Computing or Engineering based university subjects. A high level of Mathematics is essential in our rapidly changing and technologically advanced world.</p> <p>Students enrolled in this course must also be enrolled in Mathematical Methods Unit 3&4. Successful completion of both Specialist Mathematics Unit 1&2 and Mathematical Methods Unit 1&2 is highly recommended to undertake Specialist Mathematics Unit 3&4.</p>
Content Overview	<p>The areas of study for Specialist Mathematics include:</p> <ul style="list-style-type: none"> • Discrete Mathematics: Logic and proof • Functions, Relations and graphs • Algebra, number and structure: Complex numbers • Calculus: Differential calculus and integral calculus • Kinematics: rectilinear motion • Space and measurement: Vectors, Vector and Cartesian equations and Vector calculus. • Data analysis, probability and statistics
Pre-Requisites for this Study	Specialist Mathematics Units 1&2, Mathematical Methods Units 1&2, and also studying Mathematical Methods Unit 3&4.
Future Study Pathway	This subject will prepare students for University course such as Engineering, Sciences, Mathematics and Computing.
Outcome Assessment Description	<ul style="list-style-type: none"> • Unit 3 SACs 20% • Unit 4 SACs 20% • Exam 1 20% • Exam 2 40%
Contact Details at St Patrick's College	Your current mathematics teacher or Mr Steven Biggin (Head of Mathematics)



Music





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 MUSIC

Year Level	Year 11
Subject Title	Music
Unit of Study	Unit 1&2
Unit Description Summary	<p>In Music, students learn how music is organised, and how it can be used to create an intended effect. By performing, analysing and responding to musical works that create different effects, students explore and develop their understanding of the possibilities of how music can be organised and how effect can be created. Through creating their own music, they reflect this exploration and understanding.</p> <p>Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.</p>
Content Overview	<p>Performing</p> <ul style="list-style-type: none"> In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program <p>Creating</p> <ul style="list-style-type: none"> In this area of study, students create a folio of brief creative responses. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music <p>Analysing and Responding</p> <ul style="list-style-type: none"> Students analyse the treatment of specific music elements, concepts and compositional devices in music. They develop skills in identifying how music is organised and they learn how the components contribute to effect. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills through identifying and recreating music language concepts, including chords, scales, melodic and rhythmic patterns
Pre-Requisites for this Study	Students must learn a musical instrument (including voice), and have been doing so for at least one year.
Future Study Pathway	VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers.
Outcome Assessment Description	<ul style="list-style-type: none"> Performance Folio of creative exercises and short works Written and listening test
Contact Details at St Patrick's College	Ms Carol Roberts (VCE Music Teacher) or Mr Jerry Lau (Head of Music)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 MUSIC PERFORMANCE (REPERTOIRE/CONTEMPORARY)

Year Level	Year 12
Subject Title	Music Performance (Repertoire or Contemporary)
Unit of Study	Unit 3&4
Unit Description Summary	Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Through performance, students play and sing music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. Through responding and analysing, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in works.
Content Overview	<p>Performing: On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> • Explain the artistic and practical considerations used to select a program of works for performance • Demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works. <p>Analysing: Through discussion and performance, students demonstrate:</p> <ul style="list-style-type: none"> • A selection of practice strategies • Technical considerations in the recreation of works • Expressive and interpretative considerations in the recreation of works <p>Responding: Students develop their understanding of:</p> <ul style="list-style-type: none"> • The ways that elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians • How to employ auditory discrimination and memory skills, by responding to music examples in isolation and in context • How to identify and transcribe short musical examples presented aurally and in notation
Pre-Requisites for this Study	Students must learn a musical instrument (including voice) and have been doing so for at least two years.
Future Study Pathway	VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers.
Outcome Assessment Description	The 20-minute performance examination will contribute 50 per cent to the study score, and the end-of-year 1 hour aural and written examination will contribute 20 per cent to the study score. Unit 3&4 school assessed coursework contributes 30 per cent to the study score.
Contact Details at St Patrick's College	Ms Carol Roberts (VCE Music Teacher) or Mr Jerry Lau (Head of Music)



Religious Education



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 PHILOSOPHY

Year Level	Year 11
Subject Title	Philosophy
Unit of Study	Unit 1&2
Unit Description Summary	<p>What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique.</p>
Content Overview	<ul style="list-style-type: none"> • Ethics and moral philosophy • Further problems in value theory • Techniques of philosophical inquiry
Pre-Requisites for this Study	NA
Future Study Pathway	Study in Unit Two Philosophy will lead to further studies in Units 3&4 Philosophy.
Outcome Assessment Description	<ul style="list-style-type: none"> • An essay • A written analysis • Short-answer responses • A written reflection • Presentations (oral, multimedia) • A dialogue (oral, written) • A research task
Contact Details at St Patrick's College	Mr Nathaniel Winfield (VCE Philosophy Teacher) or Mr Mitchell Leviston (Head of Religious Education)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 RELIGION AND SOCIETY

Year Level	Year 11
Subject Title	Religion and Society
Unit of Study	Unit 1&2
Unit Description Summary	In this unit, students study various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews co-exist, in the light of these investigations.
Content Overview	<ul style="list-style-type: none"> • Ethical decision making and moral judgement • Religion and ethics • Ethical issues in society
Pre-Requisites for this Study	NA
Future Study Pathway	A study in Unit Two Religious Education will lead to a further study in Units 3 and 4 Religion and Society, as well as Religion (Non-VCE) offerings.
Outcome Assessment Description	<p>Tasks:</p> <ul style="list-style-type: none"> • Report in multimedia format • Debates • Identification exercises • Analytical exercises • Oral presentations • Interviews • Annotated charts • Flow charts • Essays • Tests • Written exercises.
Contact Details at St Patrick's College	Your Year 10 Religious Education Teacher, or Mr Mitchell Leviston (Head of Religious Education)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 TEXTS AND TRADITIONS

Year Level	Year 11
Subject Title	Texts and Traditions
Unit of Study	Unit 1&2
Unit Description Summary	The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.
Content Overview	<ul style="list-style-type: none"> • Sacred texts in the past • Sacred texts today • Comparing religious traditions
Pre-Requisites for this Study	NA
Future Study Pathway	A study in Unit Two Texts and Traditions will lead to further studies in Unit 3 and 4 Texts and Traditions, as well as Religion (Non-VCE) offerings.
Outcome Assessment Description	Tasks: <ul style="list-style-type: none"> • Exegetical essays • Extended responses • Reports • Presentations
Contact Details at St Patrick's College	Mrs Ingrid Perkins (VCE Texts and Traditions Teacher) or Mr Mitchell Leviston (Head of Religious Education)



ST PATRICK'S COLLEGE BALLARAT

YEAR 12 LITURGICAL MUSIC (NON-VCE)

Year Level	Year 12
Subject Title	Liturgical Music (Non-VCE)
Unit of Study	N/A
Unit Description Summary	The liturgical music class is aimed at students who have an interest in music. The study will focus on all aspects of liturgical music, especially singing. The first part of the school year will be taken up with learning the various types of songs that are used in the liturgies that take place though out the school year. The aim of this is to then be in a position to perform these songs at each of the Masses as they arrive during the year. This will comprise the majority of the assessment, with 75% of the course being taken up with attendance and participation in the College masses.
Content Overview	<ul style="list-style-type: none"> • Gregorian chant • Contemporary liturgical music • Choral singing • History of music in liturgy
Pre-Requisites for this Study	NA
Future Study Pathway	This unit is for students interested in further studies in liturgy and/or music
Outcome Assessment Description	Students will sing in all six major College masses: St Patrick's Day, Edmund Rice Day, St Mary of the Cross Feast Day, Final school Mass, Mother's Day Mass and Father's Day Mass. Students will also be required to undertake a study of a specific form of liturgical expression and present it to the class.
Contact Details at St Patrick's College	Mr Mitchell Leviston (Head of Religious Education)

SENIOR SUBJECT INFORMATION HANDBOOK



YEAR 12 RELIGION (NON-VCE)

Year Level	Year 12
Subject Title	Religion (Non-VCE)
Unit of Study	N/A
Unit Description Summary	<p>Year 12 Religious Education (Non-VCE) is a subject that can only be studied by Year 12 students. It requires students to participate in a series of workshops designed to inform, form and transform them by engaging students with the intellectual, ethical, and spiritual richness of the Catholic tradition.</p> <p>Students will explore and investigate a range of issues facing our world today, their causes, the associated problems and their impact on humankind. They will examine Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally.</p>
Content Overview	<ul style="list-style-type: none"> • Living as a Christian Today • Imaging God • Religious Pilgrimages • The Human Search for Meaning
Pre-Requisites for this Study	NA
Future Study Pathway	<p>At the end of this group of studies, students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyse contemporary social justice issues • Describe how still and moving images can be used to further understanding of the notion of the Kingdom of God • Examine and consider the identity and mission of Jesus as revealed in the Gospels • Explore justice issues facing our world today investigate their causes, the associated problems and their impact on humankind • Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues • Explore vocation, especially what it means to live and work as a Christian in today's world, in the light of sacred scripture and the Catholic tradition.
Outcome Assessment Description	<p>Tasks:</p> <ul style="list-style-type: none"> • Production of a visual diary • Written reflection on personal exploration of spirituality • Analysis and presentation on social justice issues in Australia • Film analysis and research task • Development of a personal mission statement
Contact Details at St Patrick's College	Mr Mitchell Leviston (Head of Religious Education)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 PHILOSOPHY

Year Level	Year 12
Subject Title	Philosophy
Unit of Study	Unit 3&4
Unit Description Summary	<p>This study considers the crucial questions of what it is for a human to live well: What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life?</p> <p>In this subject, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.</p>
Content Overview	<ul style="list-style-type: none"> • Conceptions of the good life • Living the good life in the twenty-first century
Pre-Requisites for this Study	NA
Future Study Pathway	Completion of Units 3&4 Philosophy will lead to university studies in sociology, social sciences and history.
Outcome Assessment Description	<p>Tasks:</p> <ul style="list-style-type: none"> • An essay • A written analysis • Short-answer responses • A written reflection • Presentations (oral, multimedia) • A dialogue (oral, written) <p>Please note: 50% of school assessed course work counts toward the final result, 50% of the final examination counts toward the final result.</p>
Contact Details at St Patrick's College	Mr Nathaniel Winfield (VCE Philosophy Teacher) or Mr Mitchell Leviston (Head of Religious Education)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 RELIGION AND SOCIETY

Year Level	Year 12
Subject Title	Religion and Society
Unit of Study	Unit 3&4
Unit Description Summary	<p>The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.</p> <p>VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.</p>
Content Overview	<ul style="list-style-type: none"> • Challenge and response • Interaction of religion and society
Pre-Requisites for this Study	NA
Future Study Pathway	Completion of this unit will lead to further studies in Philosophy and Religion at university. It will also be an advantage in studies in Law and Commerce.
Outcome Assessment Description	<p>Tasks:</p> <ul style="list-style-type: none"> • Analytical exercises • Case studies • Essays • Extended responses • Structured questions • Visual analyses <p>Please note: 50% of school coursework counts toward the final result. 50% of the final result is the end of year examination.</p>
Contact Details at St Patrick's College	Mr Geoff Brodie (VCE Religion and Society Teacher) or Mr Mitchell Leviston (Head of Religious Education)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 TEXTS AND TRADITIONS

Year Level	Year 12
Subject Title	Texts and Traditions
Unit of Study	Unit 3&4
Unit Description Summary	<p>The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics.</p> <p>The study currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions beings studied.</p>
Content Overview	<ul style="list-style-type: none"> • The background of tradition • Audience, purpose, and literary aspects of the set texts
Pre-Requisites for this Study	NA
Future Study Pathway	The completion of Units 3&4 Texts and Traditions will lead to university studies in literature and history.
Outcome Assessment Description	<p>Tasks:</p> <ul style="list-style-type: none"> • An essay • Extended responses • A report • Short-answer questions • A textual commentary <p>Please note: 50% of the result is course work and 50% is the final examination.</p>
Contact Details at St Patrick's College	Mrs Ingrid Perkins (VCE Texts & Traditions Teacher) or Mr Mitchell Leviston (Head of Religious Education)



Science





ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 BIOLOGY

Year Level	Year 11
Subject Title	Biology
Unit of Study	Unit 1&2
Unit Description Summary	<p>Throughout Unit 1 Biology students examine cellular structures and processes. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance.</p> <p>Within Unit 2 Biology students review the current scientific understanding and applications of genetics. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses. They explore the relationship between genes, the environment, and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive, and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.</p> <p>Throughout Unit 1&2 Biology students also undertake self-designed research and practical elements, aimed at the refinement of key science skills.</p>
Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Cellular structure and function • Cell Cycle (Growth, Death and Replication) • Regulation of Biological Systems • Functioning Systems (Eukaryotic) <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Chromosomes and Genomes • Genotypes and Phenotypes • Patterns of Inheritance • Reproductive Strategies (Prokaryotic and Eukaryotic) • Adaptations and Diversity within Ecosystems
Pre-Requisites for this Study	It is recommended that students complete Year 10 Biology however this is not required to complete VCE Biology.
Future Study Pathway	Completion of Unit 1 & 2 Biology provides students with the fundamental knowledge to succeed in Unit 3&4 Biology.
Outcome Assessment Description	<p>Unit 1&2 Biology includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Case Studies • Scientific Posters • Semester Examinations
Contact Details at St Patrick's College	M James Russell (Head of Science)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 CHEMISTRY

Year Level	Year 11
Subject Title	Chemistry
Unit of Study	Unit 1&2
Unit Description Summary	<p>Within Unit 1 Chemistry students examine the design and use of modern materials in society. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.</p> <p>Following this Unit 2 Chemistry students examine how analytical techniques are used to determine the chemicals present within different materials. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.</p>
Content Overview	<p>Unit 1 Chemistry includes the following topics:</p> <ul style="list-style-type: none"> • Bonding Models of Chemistry • Reactions between Ionic Compounds • Reactions with Metallic Compounds • Separation and identification of Mixtures • Stoichiometry • Organic Chemistry • Polymers and Emerging Materials Science <p>Unit 2 Chemistry includes the following topics:</p> <ul style="list-style-type: none"> • Chemistry of water • Interactions of materials with water • Acid and Base Chemistry • Redox Chemistry • Solubility and Concentration • Measuring Gases and Liquids
Pre-Requisites for this Study	It is recommended that students complete Year 10 Chemistry, however this is not a formal prerequisite to complete Unit 1&2 Chemistry.
Future Study Pathway	Unit 1&2 Chemistry provides students with the fundamental knowledge to succeed in Unit 3&4 Chemistry
Outcome Assessment Description	<p>Unit 1&2 Chemistry includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Scientific Posters • Self-Designed Investigations • Semester Examinations
Contact Details at St Patrick's College	Mr James Russell (Head of Science)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 ENVIRONMENTAL SCIENCE

Year Level	Year 11
Subject Title	Environmental Science
Unit of Study	Unit 1&2
Unit Description Summary	<p>Within Unit 1 students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.</p> <p>Throughout Unit 2 students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment, and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.</p>
Content Overview	<p>Unit 1 Environmental Science includes the following topics:</p> <ul style="list-style-type: none"> • Earth's systems and change over time. • Ecosystems • Interactions between Humans and Earth's Systems • Data and Modelling of Earth Systems • Managing Environmental Change <p>Unit 2 Environmental Science includes the following topics:</p> <ul style="list-style-type: none"> • Pollution forms • Managing Pollution using Scientific Methods • Sustainable Food Systems • Maintaining and Managing Food and Water Security
Pre-Requisites for this Study	It is recommended that students complete Year 10 Environmental Science however this is not a formal pre-requisite for Unit 1&2 Environmental Science.
Future Study Pathway	Completion of Unit 1&2 Environmental Science provides students with the fundamental knowledge to succeed in Unit 3&4 Environmental Science.
Outcome Assessment Description	<p>Unit 1 & 2 Environmental Science includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Case Studies • Scientific Posters • Semester Examinations
Contact Details at St Patrick's College	Mr James Russell (Head of Science)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 PHYSICS

Year Level	Year 11
Subject Title	Physics
Unit of Study	Unit 1&2
Unit Description Summary	<p>Within Unit 1 Physics students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.</p> <p>Unit 2 Physics focusses on the motion of object, and the scientific means of predicting an object's motion. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students then select a contemporary issue involving Physics to analyse and evaluate the role that science plays in addressing the social, economic, and environmental concerns involved.</p>
Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Electromagnetic Radiation • Thermal Energy • Interactions of Thermal and Electromagnetic Radiation • Radiation from the Nucleus • Nuclear Energy • Modelling Electricity • Circuits and Circuit Safety • Circuits in Housing <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Motion • Forces and Motion • Energy and Motion • Equilibrium and Motion • Applications of Motion • Contemporary Physics Issues
Pre-Requisites for this Study	It is recommended that students complete Year 10 Physics however this is not a formal prerequisite for Unit 1&2 Physics.
Future Study Pathway	Unit 1&2 Physics provides students with the fundamental knowledge required to succeed in Unit 3&4 Physics.
Outcome Assessment Description	<p>Unit 1&2 Physics includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Scientific Posters • Self-Designed Investigations • Semester Examinations
Contact Details at St Patrick's College	Mr James Russell (Head of Science)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 PSYCHOLOGY

Year Level	Year 11
Subject Title	Psychology
Unit of Study	Unit 1&2
Unit Description Summary	<p>Within Unit 1 students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviors.</p> <p>They investigate the structure and functioning of the human brain and the role it plays in mental processes and behavior and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.</p> <p>Following this, in Unit 2 students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.</p>
Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Psychological Development • Defining and supporting Psychological Development • Mental processes and Behaviour • Brain plasticity and brain injury <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Social Cognition • Factors that influence behaviour (individual and group) • Perceptions • Distorting Perception
Pre-Requisites for this Study	It is recommended that students complete Year 10 Psychology however this is not a formal prerequisite for Unit 1&2 Psychology
Future Study Pathway	Unit 1&2 Psychology provide students with the fundamental knowledge to succeed in Unit 3&4 Psychology
Outcome Assessment Description	<p>Unit 1&2 Psychology includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Case Studies • Practical Reports • Self-Designed Investigations • Semester Examinations
Contact Details at St Patrick's College	Mr James Russell (Head of Science)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 BIOLOGY

Year Level	Year 12
Subject Title	Biology
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students then explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.</p> <p>Following this in Unit 4 students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students then consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced.</p>
Content Overview	<p>Unit 3 Biology consists of the following topics:</p> <ul style="list-style-type: none"> • Protein Synthesis • DNA Manipulation • Gene Editing and Protein Manipulation • Regulation of Biochemical Pathways • Cellular Respiration • Photosynthesis <p>Unit 4 Biology consists of the following topics:</p> <ul style="list-style-type: none"> • Pathogens and Disease • Development of Immunity • Vaccines • Emergence and Re-emergence of Pathogens • Evolution of Species • Human Evolution • Pathogen Evolution • Indigenous Australian Cultural Influence on Human Evolution
Pre-Requisites for this Study	Unit 1&2 Biology
Future Study Pathway	N/A
Outcome Assessment Description	<p>Unit 3 & 4 Biology consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework (50% of final score) • Final Examination (50% of final score)
Contact Details at St Patrick's College	Mr James Russell (Head of Science)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 CHEMISTRY

Year Level	Year 12
Subject Title	Chemistry
Unit of Study	Unit 3&4
Unit Description Summary	<p>Within Unit 3 Chemistry, students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.</p> <p>Following this, in Unit 4 Chemistry students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.</p>
Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none">• Energy production from fuels (Fossil Fuels and Renewable)• Measuring energy production from a chemical reaction• Galvanic Cells• Electrolytic and Fuel Cells• Reaction Kinetics• Optimising the Yield of a Chemical Reaction• Production of Pure Metals from Solution <p>In Unit 3, student will study:</p> <ul style="list-style-type: none">• Organic Chemistry• Reactions of Organic Compounds• Analysis of Organic Compounds• Food Chemistry• Instrumental Analysis of Organic Compounds
Pre-Requisites for this Study	Unit 1&2 Chemistry
Future Study Pathway	N/A
Outcome Assessment Description	<p>Unit 3&4 Chemistry contains the following assessment tasks:</p> <ul style="list-style-type: none">• School Assessed Coursework (50% of final mark)• Final Examination (50% of final mark)
Contact Details at St Patrick's College	Mr James Russell (Head of Science)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 ENVIRONMENTAL SCIENCE

Year Level	Year 12
Subject Title	Environmental Science
Unit of Study	Unit 3&4
Unit Description Summary	<p>Within Unit 3, students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere, and lithosphere.</p> <p>Following this, in Unit 4 students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional, and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.</p>
Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Biodiversity • Biodiversity changes over time • Human influence on Biodiversity (Conservation) • Threats to Biodiversity • Resourcing Biodiversity • Sustainable Development • Environmental Decision Making <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Influences on Earth's Climate • Understanding Natural and Human Induced Climate Change • Managing Climate Change • Comparison of Energy Sources (Renewable and Non-Renewable) • Managing the impacts of Human Energy Use
Pre-Requisites for this Study	Unit 1&2 Environmental Science, however if requested this subject can be completed without first completing Unit 1&2 Environmental Science.
Future Study Pathway	N/A
Outcome Assessment Description	<p>Unit 3 & 4 Environmental Science consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework (50% of final mark) • Final Examination (50% of final mark)
Contact Details at St Patrick's College	Mr James Russell (Head of Science)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 PHYSICS

Year Level	Year 12
Subject Title	Physics
Unit of Study	Unit 3&4
Unit Description Summary	<p>Within Unit 3 Physics, students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric.</p> <p>They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.</p> <p>Following this in Unit 4 Physics students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behavior and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model.</p> <p>Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.</p>
Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Motion in Two Dimensions • Newton's Laws of Motion • Relationship between Force, Energy and Mass • Fields and Interactions with Fields • Effects of Fields • Application of Field Concepts • Fields and Electricity Generation <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Light as a Wave • Light as a Particle • Matter as Particles or Waves • Similarities between light and matter • Relativity • Relationship between energy and mass
Pre-Requisites for this Study	Unit 1&2 Physics
Future Study Pathway	N/A
Outcome Assessment Description	<p>Unit 3 & 4 Physics contains the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework (50% of final score) • Final Examination (50% of final score)
Contact Details at St Patrick's College	Mr James Russell (Head of Science)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 PSYCHOLOGY

Year Level	Year 12
Subject Title	Psychology
Unit of Study	Unit 3&4
Unit Description Summary	<p>Within Unit 3 students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological, and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.</p> <p>Following this in Unit 4 students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.</p>
Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • The Nervous System • Functioning of the Nervous System • Stress • Influence of Stress on Psychobiological Processes • Learning and Remembering • Psychobiological process of Memory <p>Unit 4 Psychology consists of the following topics:</p> <ul style="list-style-type: none"> • Sleep and Sleep Demands • Importance of Sleep to Mental Health and Wellbeing • Defining Mental Wellbeing • Application of the biopsychological approach to defining and managing phobia • Maintenance of mental wellbeing
Pre-Requisites for this Study	Unit 1&2 Psychology
Future Study Pathway	N/A
Outcome Assessment Description	<p>Unit 3&4 Psychology consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework(50% of final score) • Final Examination (50% of final score)
Contact Details at St Patrick's College	Mr James Russell (Head of Science)



Technology



SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 FOOD STUDIES

Year Level	Year 11
Subject Title	Food Studies
Unit of Study	Unit 1&2
Unit Description Summary	<p>In Unit 1&2 Food Studies, students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.</p> <p>They investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine, while considering the influence of innovations, technologies, and globalisation on food patterns.</p> <p>Students investigate food systems in contemporary Australia, focusing on commercial food production industries and food production in domestic and small-scale settings. Students gain insight into the significance of food industries to the Australian economy. Students use practical skills and knowledge to produce foods comparable to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit specific needs and circumstances and explore potential entrepreneurial opportunities.</p>
Content Overview	<p>Food around the world.</p> <ul style="list-style-type: none"> In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world <p>Food in Australia.</p> <ul style="list-style-type: none"> In this area of study students focus on the history and culture of food in Australia <p>Australia's food systems.</p> <ul style="list-style-type: none"> In this area of study students focus on commercial food production in Australia <p>Food in the home.</p> <ul style="list-style-type: none"> In this area of study students further explore food production, focusing on domestic and small-scale food production
Pre-Requisites for this Study	<p>There are no prerequisites for entry to Units 1, 2 and 3.</p> <p>Students must undertake Unit 3&4 as a sequence.</p>
Future Study Pathway	Units 3 and 4 Food Studies.
Outcome Assessment Description	<ul style="list-style-type: none"> Production work and records of production Topic tests (short and/or extended answer) End semester examination.
Contact Details at St Patrick's College	Your Year 10 Food Technology Teacher or Mr Roger Knight (Head of Technology)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 PRODUCT DESIGN AND TECHNOLOGY

Year Level	Year 11
Subject Title	Product Design and Technologies
Unit of Study	Unit 1&2
Unit Description Summary	<p>Unit 1 focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams to generate ideas and design products. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. They analyse and evaluate existing products through understanding the importance of a design brief and learning about factors that influence design.</p> <p>Students explore and test materials, tools, processes, and practice safe skill development when creating an innovative product.</p> <p>In Unit 2, students specifically examine social and/or physical influences on design. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.</p>
Content Overview	<p>Area of Study 1</p> <ul style="list-style-type: none"> • Developing and conceptualizing designs • The first diamond in the Double Diamond design approach • Graphical product concepts using visualisations, design options and working drawings • Use of appropriate drawing systems using manual and digital technologies • Prototyping (digitally and manually) • Working individually and collaboratively with other students <p>Area of Study 2</p> <ul style="list-style-type: none"> • Generating, designing, and producing • The second diamond in the Double Diamond design approach • Trialling and testing to justify the selection of the chosen product concept and its production • Development of conclusive proof of concept and implementation of a scheduled production plan • Making a designed product efficiently and effectively using various materials, tools, and processes * • Evaluation of their designed product and their contributions to collaborations and teamwork to complete the project <p>Area of Study 3</p> <ul style="list-style-type: none"> • Opportunities for positive impacts for end users • Research of current products that cater for the specific needs of end users • Working collaboratively with end users to create positive impacts through inclusive product design • Research into specific product design • Evaluation of future market opportunities or needs for products <p>Area of Study 4</p> <ul style="list-style-type: none"> • Designing for positive impacts for end users • Development of a profile of an end user(s) • Designing and making an inclusive product • Use of design thinking strategies • Generating and designing graphical and physical product concepts, including prototypes <p>Area of Study 5</p> <ul style="list-style-type: none"> • Cultural influences on design • Cultural influences in products, and how designers should engage with cultures. • Investigation of a diverse range of end users and designers specifically Aboriginal and Torres Strait Islander peoples • Worldview of cultural influences within a diverse global community <p>**Note that at St Patrick's College the product focus leans towards wooden furniture design</p>

SENIOR SUBJECT INFORMATION HANDBOOK



Pre-Requisites for this Study	N/A
Future Study Pathway	Unit 3&4 Product Design and Technologies.
Outcome Assessment Description	Folio Production School Assessed Coursework
Contact Details at St Patrick's College	Your Technology Teacher or Mr. Roger Knight (Head of Technology)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 SYSTEMS ENGINEERING

Year Level	Year 11
Subject Title	Systems Engineering
Unit of Study	Unit 1& 2
Unit Description Summary	<p>Unit 1 focuses on mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electro-technological components. Students research how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations.</p> <p>In Unit 2, students study fundamental electro-technological engineering principles. Students create operational electro-technological systems, which may also include mechanical components or electro-mechanical subsystems. However, the focus is on the creation of electro-technological systems. Students study fundamental electro-technological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.</p>
Content Overview	<p>Area of Study 1 (Unit 1)- Mechanical system design</p> <ul style="list-style-type: none"> • Study the physics of mechanisms and basic machines • Use CAD software and 3D printing technology to design and prototype • Produce a production plan for a mechanical system <p>Area of Study 2 (Unit 1) - Producing and evaluating mechanical systems</p> <ul style="list-style-type: none"> • Maintain a record of work • Follow their production plan to produce a mechanical system • Test their system for performance and make modifications • Evaluate the process of manufacture and modification <p>Area of Study 1 (Unit 2) – Electro-technological systems design</p> <ul style="list-style-type: none"> • In this area of study students focus on electro-technological engineering principles and the components and materials that make operational electro-technological systems • Students develop their understanding of commonly used components, including their typical performance, physical appearance, implementation and how they should be represented in schematic circuit diagrams • Students research, design, plan and model an operational electro-technological system <p>Area of Study 2 (Unit 2) - Producing and evaluating electro-technological systems</p> <ul style="list-style-type: none"> • In this area of study students produce, test, diagnose and evaluate operational an electro-technological system • Students use a range of materials, tools, equipment, machines, and components and manage identified risks while producing the system design • They test the system and diagnose its performance, making necessary modifications and adjustments • They record progress and evaluate the integrated system
Pre-Requisites for this Study	N/A
Future Study Pathway	Unit 3&4 Systems Engineering.
Outcome Assessment Description	<ul style="list-style-type: none"> • Theory tests • Folio • Production • Examination
Contact Details at St Patrick's College	Your Year 10 Systems Engineering teacher or Mr Knight (Head of Technology)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 1&2 VCE VET CERTIFICATE II IN BUILDING AND CONSTRUCTION - CARPENTRY

Year Level	Year 11
Subject Title	VCE VET Certificate II in Building and Construction – Carpentry
Unit of Study	Unit 1&2
Unit Description Summary	<p>This two-year program is for students who are seriously considering a career in the building industry. VCE VET Building and Construction aims to:</p> <ul style="list-style-type: none"> • Provide students with knowledge and skill to achieve modules that will enhance their employment prospects within the building and construction industry. • Enable students to gain credit towards a nationally recognised credential, and to make a more informed choice of vocational and career paths. <p>The course aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level. This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting, and safely using working platforms, interpreting basic plans and drawings, preparing, and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices onsite.</p> <p>NOTE: students will participate in approximately two-thirds of the 631 nominal hours, thus not receive the full Certificate II in Building and Construction.</p>
Content Overview	<ul style="list-style-type: none"> • Workplace safety and industry induction • Workplace procedures for environmental sustainability • Levelling • Safe handling and use of plant and power tools • Workplace documents and plans • Building structures • Calculations for the building industry • Carpentry hand tools • Introduction to demolition • Basic setting out • Framing • External cladding
Pre-Requisites for this Study	N/A
Future Study Pathway	<p>The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship).</p> <p>Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.</p>
Outcome Assessment Description	<p>The VCE VET Building and Construction program is designated a Group B study for satisfactory completion purposes. Students undertaking this program are eligible for up to four VCE VET units on their VCE Statement of Results: two units at Unit 1&2 level and a Unit 3&4 sequence.</p> <p>Students who receive a VCE Unit 3&4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the lowest study score of the primary four scaled studies).</p>
Contact Details at St Patrick's College	Mr Mike Kent or Mr Roger Knight (Head of Technology)



ST PATRICK'S COLLEGE BALLARAT

UNIT 1&2 VCE VET CERTIFICATE II IN ENGINEERING STUDIES

Year Level	Year 11
Subject Title	VCE VET Engineering Studies Certificate II in Engineering Studies
Unit of Study	Unit 1&2
Unit Description Summary	<p>This is year one of a two-year course. It is for students who are seriously considering a career in the engineering or metal fabrication industries. VCE VET Engineering Studies is a nationally recognized pre-apprenticeship program that provides students with foundation knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries.</p> <p>The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship. It is important for students to note that completion of Units 3&4 is required to be awarded Certificate II. This course combines VCE Units 1&2 with selected VET Units of Competency from the Metal Engineering and Manufacturing Training Package.</p> <p>The course is open to year 10 students under the following conditions:</p> <ul style="list-style-type: none"> • Completion of the relevant application form • Undertaking of an interview • Demonstrated interest in the area(s) related to the certificate • Successful completion of all assessment tasks in subjects related to the certificate • Demonstrated elevated level of commitment to all learning in Year 9
Content Overview	<p>Compulsory Units of Study:</p> <ul style="list-style-type: none"> • Apply principles of occupational health and safety in the work environment • Use hand tools. • Report on a range of sectors in the manufacturing, engineering, and related industries • Select and interpret drawings and prepare three dimensional (3D) sketches and drawings. • Perform basic machining processes. • Apply basic fabrication techniques. <p>Elective Units of Study:</p> <ul style="list-style-type: none"> • Use power tools/handheld operations • Perform metal machining operations
Pre-Requisites for this Study	N/A
Future Study Pathway	VCE VET Engineering Studies Units 3&4.
Outcome Assessment Description	<ul style="list-style-type: none"> • Assessment is competency based • Written assessments / tests require 100% completion • Practical assessments require work to be finished within set tolerances • Students must achieve competency in all VET Units of Competency to be awarded Satisfactory for VCE Units 1&2
Contact Details at St Patrick's College	Your VCE VET Engineering teacher or Mr Roger Knight (Head of Technology)

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 FOOD STUDIES

Year Level	Year 12
Subject Title	Food Studies
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 & 4 Food Studies students investigate the many roles and everyday influences of food. They analyse the scientific evidence behind the healthy eating recommendations of the Australian Dietary Guidelines. They focus on influences on food choices and how our food values and behaviours develop within social environments.</p> <p>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. They also consider the relationship between food security, food sovereignty and food citizenship.</p> <p>Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns. They apply their responses to environmental and ethical food issues, reflecting on healthy eating recommendations and consider how food choices can optimise human and planetary health.</p>
Content Overview	<p>The areas of study for Food Studies are:</p> <ul style="list-style-type: none"> • The science of food • Food choices, health, and wellbeing • Navigating food information • Environment and ethics
Pre-Requisites for this Study	<p>There are no prerequisites for entry to Unit 3.</p> <p>Students must undertake Unit 3 and Unit 4 as a sequence.</p>
Future Study Pathway	Employment in hospitality. Trade qualifications. University degree.
Outcome Assessment Description	<p>The level of achievement in Units 3&4 will be determined by</p> <ul style="list-style-type: none"> • Unit 3 School-assessed Coursework will contribute 30% to the study score • Unit 4 School-assessed Coursework will contribute 30% to the study score • The end-of-year examination, which will contribute 40%
Contact Details at St Patrick's College	Your Unit 1&2 Food Studies Teacher or Mr Roger Knight (Head of Technology)



ST PATRICK'S COLLEGE BALLARAT

YEAR 12 PRODUCT DESIGN AND TECHNOLOGY

Year Level	Year 12
Subject Title	Product Design and Technology
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3, students research a real personal, local, or global need or opportunity with explicit links to ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.</p> <p>Students plan to develop an ethical product through a problem-based design approach. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach. Students undertake the role of designer to generate product concepts. They evaluate using relevant factors that influence product design, and design thinking. Students learn about ethical research methods.</p> <p>In Unit 4, students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools, and processes.</p> <p>Students collect, analyse, interpret, and present data, and use ethical research methods. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging, and future technologies and market trends.</p>
Content Overview	<p>Area of Study 1</p> <ul style="list-style-type: none"> • Influences on design, development, and production of products • Students explore examples of product design that impact on sustainability and other ethical considerations • Examination of how companies react to market needs • Use of computer modelling, computer-aided design (CAD) and computer-aided manufacture (CAM) • New and emerging technologies including tools and/or materials used in industry • Research and development • Ethical design <p>Area of Study 2</p> <ul style="list-style-type: none"> • Investigating opportunities for ethical design and production • Investigation, research, testing and experimentation regarding ethical design. • The Double Diamond design approach • Graphical product concepts to address the design brief • Working drawings to generate and design graphical product concepts. • Record of work <p>Area of Study 3</p> <ul style="list-style-type: none"> • Developing a final proof of concept for ethical production • The Double Diamond design approach • Development of a final proof of concept, which in turn, becomes the product • Production planning • Evaluation <p>Area of Study 4</p> <ul style="list-style-type: none"> • Managing production for ethical designs • Implementation of the scheduled production plan. • Making of a product as described in Unit 3 • Use of materials, tools, and processes safely and manage the risks involved • Recording and monitoring their implementation of the scheduled production plan

SENIOR SUBJECT INFORMATION HANDBOOK



Content Overview	<p>Area of Study 5</p> <ul style="list-style-type: none"> • Evaluation and speculative design • Evaluation of their product and a range of other existing products • Ethical research • Speculative design thinking • Innovation in new and emerging technologies and markets <p>* * Note that at St Patrick's College the product focus leans towards wooden furniture design.</p>
Pre-Requisites for this Study	There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1-4 are designed to the equivalent standard of the final two years of secondary education.
Future Study Pathway	<p>Higher Education:</p> <p>Bachelor's degrees: Industrial Design; Teaching; Technology subjects.</p> <p>TAFE:</p> <p>Certificates and Diploma Courses: Applied Design, Design, Design and Visual Communication; Apprenticeships in building, furniture making, cabinet making and other timber-based trades.</p> <p>Employment Fields:</p> <p>Industrial Design, Product Design, Cabinet Making, Furniture Design and Manufacture, Building, Timber Machinist.</p>
Outcome Assessment Description	<ul style="list-style-type: none"> • Unit 3 School-Assessed Coursework: 10% • Unit 4 School-Assessed Coursework: 10% • School-assessed task: 50% • End-of-year examination: 30%.
Contact Details at St Patrick's College	Your Technology teacher or Mr Roger Knight (Head of Technology)



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 SYSTEMS ENGINEERING

Year Level	Year 12
Subject Title	Systems Engineering
Unit of Study	Unit 3&4
Unit Description Summary	<p>In Unit 3 Students design and plan an operational, mechanical and electro-technological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.</p> <p>In Unit 4 students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned, and commenced production of in Unit 3. Students investigate new and emerging technologies and analyse their development and impacts. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment, and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.</p>
Content Overview	<p>Area of Study 1 - Producing and evaluating integrated and controlled systems</p> <ul style="list-style-type: none"> Students continue the development of the integrated and controlled system they researched, designed, planned, and commenced production of in Unit 3. Students support the production, testing, diagnosis, and evaluation of their systems, with Folio Part B (Record of Work). In their evaluation they refer to the factors that have influenced the creation and use of the system. They document improvements that could be made to both the system and the process. <p>Area of Study 2 - New and emerging technologies</p> <ul style="list-style-type: none"> Students study new or emerging systems engineering technologies that have been developed within the last eight years preceding the year of study, or that may not yet be commercially available. Students answer questions and produce pieces of writing in exam conditions to demonstrate their knowledge.
Pre-Requisites for this Study	There are no prerequisites for entry to Units 1, 2 and 3. However, some additional preparatory work would be advisable for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.
Future Study Pathway	Robotics, Mechatronics and Telecommunications, Mechanical, Electrical and Electronic Engineering.
Outcome Assessment Description	<p>Contributions to the study score in Systems Engineering are as follows:</p> <ul style="list-style-type: none"> Unit 3 School-Assessed Coursework: 10 per cent (Clean energy technologies SAC) Unit 4 School-Assessed Coursework: 10 per cent (New and emerging technologies SAC) Unit 3&4 School-assessed Task: 50 per cent (Folio and production piece / project) End-of-year examination: 30 per cent.
Contact Details at St Patrick's College	Your Unit 1&2 systems engineering teacher or Mr Roger Knight (Head of Technology Faculty).

SENIOR SUBJECT INFORMATION HANDBOOK



UNIT 3&4 VCE VET CERTIFICATE II IN BUILDING AND CONSTRUCTION – CARPENTRY

Year Level	Year 12
Subject Title	VCE VET Certificate II in Building and Construction – Carpentry
Unit of Study	Unit 3&4
Unit Description Summary	<p>This two-year program is for students who are seriously considering a career in the building industry.</p> <p>VET Building and Construction aims to:</p> <ul style="list-style-type: none"> • Provide students with knowledge and skill to achieve modules that will enhance their employment prospects within the building and construction industry. • Enable students to gain credit towards a nationally recognised credential, and to make a more informed choice of vocational and career paths. <p>The course aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level. This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting, and safely using working platforms, interpreting basic plans and drawings, preparing, and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices.</p> <p>NOTE: students will participate in approximately two-thirds of the 631 nominal hours, thus not receive the full Certificate II in Building and Construction.</p>
Content Overview	<ul style="list-style-type: none"> • Workplace safety and industry induction • Workplace procedures for environmental sustainability • Levelling • Safe handling and use of plant and power tools • Workplace documents and plans • Building structures • Calculations for the building industry • Carpentry hand tools • Introduction to demolition • Basic setting out • Framing • External cladding
Pre-Requisites for this Study	N/A
Future Study Pathway	<ul style="list-style-type: none"> • The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). • Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. • Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.
Outcome Assessment Description	<ul style="list-style-type: none"> • The VCE VET Building and Construction program is designated a Group B study for satisfactory completion purposes. • Students undertaking this program are eligible for up to four VCE VET units on their VCE Statement of Results: two units at Unit 1&2 level and a Unit 3&4 sequence. • Students who receive a VCE Unit 3&4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the lowest study score of the primary four scaled studies).
Contact Details at St Patrick's College	Your VET Building and Construction Teacher, Mr Mike Kent or Mr Roger Knight (Head of Technology Faculty).



ST PATRICK'S COLLEGE BALLARAT

UNIT 3&4 VCE VET CERTIFICATE II IN ENGINEERING STUDIES

Year Level	Year 12
Subject Title	VCE VET Engineering Studies 22470VIC Certificate II in Engineering Studies
Unit of Study	Unit 3&4
Unit Description Summary	<p>This is the second year of a two-year course. The course combines VCE Units 3 and 4 with selected Units of Competency from the Metal Engineering and Manufacturing (MEM) Training Package. Students must undertake two compulsory units and one elective.</p> <p>In Units 3&4 students complete the construction of a small two stroke engine. In addition to this major coursework task there are two portfolio coursework tasks, one focusing on workshop practices, tools, and equipment and the other on mathematical skills required in metal engineering and manufacturing contexts.</p> <p>The VCE VET Engineering Studies program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VCE VET Engineering Studies program is a pre-employment course designed to meet the needs of students wishing to pursue a career in engineering, manufacturing, or other related industries.</p> <p>Scored assessment is available for the Scored Units 3&4 sequence of the VCE VET Engineering Studies program.</p>
Content Overview	<p>The compulsory units are:</p> <ul style="list-style-type: none">• Undertake a basic engineering project.• Perform intermediate engineering computations. <p>The elective is:</p> <ul style="list-style-type: none">• Produce basic engineering components and products using fabrication and machining operations.
Pre-Requisites for this Study	The Units 3&4 sequence of VCE VET Engineering Studies is not a stand-alone study. Students cannot undertake Units 3 and 4 sequence without first completing Units 1&2.
Future Study Pathway	Apprenticeship (Certificate III) in metal engineering and manufacturing trades. University degree (Engineering)
Outcome Assessment Description	<ul style="list-style-type: none">• Students must attain Competency for all Units of Competency to achieve Satisfactory for Units 3&4.• Additionally, scored assessment is available for 22470VIC Certificate II in Engineering Studies.• Students wishing to receive an ATAR contribution for VCE VET Engineering Studies must undertake scored assessment.• This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.• Scored assessment is based on the Scored Units 3&4 sequence of VCE VET Engineering Studies.
Contact Details at St Patrick's College	Your VCE VET Engineering Studies teacher or Mr Roger Knight (Head of Technology Faculty).

