Swinburne
Senior Secondary College

2014
Year 11
Subject descriptions
English
Subjects
(students must choose at least one)
Overview of subject:
In English we read and discuss our understanding of a diverse range of texts such as fictional stories, films, speeches, news reports, plays and images. We write about the texts in a variety of essay styles, such as persuasive, creative and expository essays.

Outline of Units 1 & 2:
Unit 1 & 2: Learning the skills to evaluate, discuss and explore texts
  Analysing the idea’s, themes and broader context within a text
  Writing creative, persuasive and analytical responses to aspects in texts
  Using language to persuade to present and explore a point of view
  Identification of audiences, purposes and context within texts

Outline of Units 3 & 4:
Unit 3 & 4: Building on skills from year 11 to explore, discuss and create detailed analysis of social constructs, ideas and themes within texts.
  Finding the idea’s, themes and broader context within a text
  Writing creative and analytical responses to aspects in texts
  Using language to persuade and present a point of view in detail
  Analysis of how still images and film persuades and influences audiences
  Creating texts in specific forms for audiences to explore context.

Appeals to students who:
- Like reading and watching films
- Love to discuss, analyse and debate interpretations of a text
- Like analysing books, plays and films
- Enjoy discussing people, their behavior and their relationships with others
- Are creative, and or doing Art or Performing Arts subjects

Typical tasks:
- Defend an interpretation in discussion or writing
- Create and present a speech
- Workshop to identify concepts within a text
- Writing essays and stories and multimedia presentations
- Annotating text and using evidence to present a point of view
- Working with others in groups

Materials/ Technology used:
- Laptop, books and pens and an open, enquiring mind

TEXTS   Year 11
- Editorials, Opinion and letters to the editor
- Novel: The curious incident of the dog in the night time
- Play: Medea
- Film: Into The Wild

Year 12
- Editorials, Opinion and letters to the editor
- Novels: Stasiland, The Reluctant Fundamentalist
- Play: Death of a salesman
- Film: Wag the dog

Typically leads to (University or TAFE courses, occupations):
Humanities/Arts courses at TAFE and university, Journalism, Author, Teacher, Editor
Prerequisite for many courses at university and some TAFE courses.
English Language

Overview of subject:
- English Language explores why and how we use language to communicate. Students explore how children learn to use language. English Language explores the history of English and its global spread and emergence of different varieties of English, including Creoles.

Outline of Units 1&2:
Unit 1: Language and communication
Unit 2: Language change

Appeals to students who:
- Like languages
- Want to understand how language works
- Like to analyse
- Are interested in history and geography
- Enjoy grammar
- Enjoy word games and playing with language

Typical tasks:
- Short answer tests
- Analysing excerpts of spoken and written language
- Applying metalanguage to describe language use
- Expository essays
- Transcripts
- Journals
- Oral presentations
- Timelines
- Group work and discussions

Materials/ Technology used:
- Love the Lingo textbook
- Mother Tongue by Bill Bryson
- Excerpts of spoken and written language
- Laptops
- Videos
- Podcasts
- Kindergarten excursion to analyse children’s use of language

Typically leads to (University or TAFE courses, occupations): Linguist, Lexicographer, Teacher, Translator, Historian, Tour guide, Lawyer, Anthropologist, Writer
Literature

Overview of subject: In Literature we read and discuss our responses to books (fiction and non-fiction), stories, films, plays and poetry. We write about the texts analytically and creatively. We go to the theatre.

Outline of Units 1&2:
Unit 1: Readers and their responses
   - Ideas and concerns in texts
   - Interpreting a film text

Unit 2: The text, the reader and their contexts
   - Comparing texts

Appeals to students who:
- Like reading, going to the theatre and to films
- Like analysing books, plays, poetry and films in detail
- Reflect about people, their behaviour and their relationships with others
- Love to discuss, analyse and debate interpretations of a text
- Are creative, and or doing Art or Performing Arts subjects

Typical tasks:
- Defend an interpretation in discussion or writing
- View a film adaptation of a book and debate its success
- Annotate passages from a text and draw an interpretation from them
- Workshop a scene from a play
- Summaries, concept maps
- Creative writing, reports, reviews, multimedia presentations, essays

Materials/ Technology used:
- Laptop
- Books and pens
- An open, enquiring mind

TEXTS
- Fairy tales
- Pan’s Labyrinth, Blade Runner
- Novels: Oranges Are Not the Only Fruit, Do Androids Dream of Electric Sheep?, Frankenstein
- Play: The Crucible
- Poetry selected by students

Typically leads to (University or TAFE courses, occupations):
- Arts courses at TAFE and university
- Journalism
- Creative Arts & Performing Arts
Foundation English

The Foundation English course is designed to provide students with a more practical and vocationally oriented understanding of communication. These can include a wide range of written tasks, such as writing for the workplace, information literacy, technology and communications. In comparison to the other VCE Englishes, the course aims to help students develop written and literacy skills required in a workplace and broader community setting.

Topics covered in Units 1&2:
The Foundation English course includes the compulsory Essentials of English subject in both Units 1 and 2. In each Unit an additional subject is chosen from the following: Communication and the workplace; Technology and communication; the study of texts; the analysis and construction of argument and information literacy. This additional subject is negotiated by the classroom teacher and the students.

Appeals to students who:
- Are interested in transitioning directly to the workplace from school
- Are interested in English with a more vocational focus
- Are interested in strengthening their literacy skills

Typical tasks:
- Workplace communications
- Reports on a workplace issue
- Group activities
- Individual research projects based on own area of interest or future vocational direction.
- Basic comprehension questions and summaries

Materials/Technology used:
- Laptops
- DVDs
- Handouts

Texts used:
- Dependent on the year- see current booklist

Typically leads to:
Students continuing with English in the VCAL stream can continue with Senior Literacy or dependent on ability, can continue with VCE English Unit 1.
Business Subjects
Business Management

Overview of subject:
- Small business planning and management of staff
- Communication in business
- Marketing
- Public Relations

Outline of Units 1 & 2:
- Unit 1: Small business planning and management of staff
- Unit 2: Communication in business, Marketing, Public Relations

Outline of Unit 3 & 4:
Unit 3: Management of large scale organisations- internally and managing pressures from the external environment, understanding their operations
Unit 4: Managing people and managing change

Appeals to students who:
Want to do a tertiary course in business, communication, marketing, advertising in University or TAFE, want to work in sales and marketing or public relations and media, want to start a business, work part time either in the family business or outside..

Typical tasks
- Prepare a business plan, implement a small business venture in school on Market Day, communicate a key message through creation of business cards, logos, brochures, conduct market research on a teen product, evaluate the marketing strategy of various brands, project based SACs with class presentations, tests

Materials/ Technology used:
- Laptops, MS Office, Power Point presentations, I Movie recordings, YouTube, Facebook, setting up stalls to trade including using food technology equipment and BBQs, posters, brochure and marketing material preparation, textbook, worksheets, case studies, newspaper articles

Typically leads to (University or TAFE courses, occupations):
Doing a University or TAFE course in Business/Marketing/Public Relations/Media/Mass Communication/Journalism/Advertising/Arts, working in a small business, working as an apprentice.
Legal Studies

Overview of subject:
- Legal studies as a subject examines how laws are made, how they are enforced and the associated ramifications. It also examines how individuals can resolve disputes.

Outline of Units 1&2:
Unit 1: Unit 1 Legal Studies is focused on law making through the parliaments, criminal law and criminal court procedures.

Unit 2: Unit 2 Legal Studies is focused on civil law and alternate dispute resolution procedures.

Outline of Units 3&4:

Unit 4: Dispute Resolution – What is the role of courts, tribunals, out-of-court settlements, juries in resolving disputes? How effective are the legal processes for resolving disputes?

Appeals to students who:
- Possess an attention to detail
- Have an ability to apply reason and logic
- Have an interest in society and the legal system
- Are able to evaluate and analyse information and systems
- Have an interest in social justice

Typical tasks:
- Short answer tests
- Extended response evaluations
- Reports
- Media analysis

Materials/ Technology used:
- Textbook
- Computers
- Newspaper articles

Typically leads to (University or TAFE courses, occupations):
- Lawyer
- Legal assistant
- Administration
- Public service
- Police force
- Journalism
- Politics
Industry and Enterprise

Topics covered in Units 1 & 2:

**Unit 1 - Workplace participation**
- Building a career pathway
- Developing work-related skills
- Workplace effectiveness

**Unit 2 – Being Enterprising**
- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues

**Appeals to students who like to:**
- explore questions such as:
  - What am I interested in, what would I like to do after school?
  - What am I good at, what are my skills and my potential?
  - How do I found out about jobs and careers I’m interested in?
  - What makes someone successful in the work place and what makes a company or business successful?
  - What are the big issues facing the workplace today and how do I make sure I can survive in the new world of work?
- explore real life situations and take a practical approach to learning.

**Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):**
- practical activities relating to the workplace
- one week work placement
- team ‘business/enterprise’ activity
- researching areas of interest relating to the workplace
- excursions and practical training courses such as ‘Responsible Serving of Food’ and ‘Waiting’ course

**Materials/ Technology used:**
- Industry and Enterprise Units 1 & 2 textbook
- DVDs
- Computers and internet sites

**If you have liked or enjoyed these studies/ electives in the past (e.g. general science, photography etc):**
- Business
- Work placements
- Community placements
- Practical activities

**Typically leads to (uni or TAFE courses, occupations):**
- TAFE courses and apprenticeships in career related areas.
- Business or Marketing courses.
Humanities
Subjects
Australian and Global Politics

Topics covered in Units 1&2:
The National Citizen
• Power, politics and democracy
• Exercising and challenging power
The Global Citizen
• Global threads
• Global cooperation and conflict

Appeals to students who:
• Regularly watch the news or read newspapers
• Enjoy discussion and debates, including listening to others as well as explaining and justifying their own opinion
• Feel strongly about a range of contemporary issues and have a desire to see social change
• Have an interest in other countries

Typical tasks:
• Engaging in debate and discussion
• Writing arguments and responding to questions / prompts
• Reading material such as newspaper & journal articles as well as the textbook
• Watching news clips and documentaries
• Conducting internet research

Materials/ Technology used:
• Textbook
• Laptops
• Newspapers & journals
• Video
• PowerPoint displays

If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):
• Humanities / SOSE
• History
• Legal studies
• Economics
• Sociology
• Philosophy

Typically leads to (uni or TAFE courses, occupations):
Courses
• Bachelor of Arts
• Bachelor of Social Science
• Bachelor of Politics, Philosophy and Social Science

Careers
• Policy officer
• Politician / Parliamentarian
• Social worker
• Economist
• Lawyer
• Journalist
Sociology

Overview of subject:
Sociology is the study of society and why it is the way that it is. We examine the different factors that help to shape individuals and groups across the world. Throughout this study students are encouraged to question their assumptions about the world and their ideas about social relations.

Outline of Units 1&2:
Unit 1:
- Youth
- The Family

Unit 2:
- Deviance
- Crime

Outline of Units 3&4:
Unit 3:
- Representing Indigenous Australians
- Ethnicities

Unit 4:
- Communities
- Social Movements

Appeals to students who:
- Have a curiosity about “why things are the way they are”
- Enjoy listening and participating in class discussions and debating current events
- Enjoy watching documentaries and films and analysing them within a sociological context.
- Like to learn about theories and theorists who have explored the social world.
- Enjoy reading and writing.

Typical tasks:
- Classroom discussions
- Essays
- Short answer questions
- Extended response questions

Materials/ Technology used:
- Laptops
- Textbooks

Typically leads to (University or TAFE courses, occupations):
- A variety of Arts or Humanities courses, but will help you with the necessary skills for any degree or course after Year 12
French

Topics covered:

Unit 1:
Youth Culture, What is Important in Life, Technology, Fashion, Sport- Extreme Sports & Leisure Activities, Health & Diet, Smoking, Food, Celebrity Life, Reality Television,

Unit 2:

Appeals to students who:
• Are Francophiles and have an interest in Francophone Countries and wish to further their linguistic and communication skills in the French language. An educational study tour to France is planned for 2014 - June 29th-July 12th

Typical tasks:
• Listening in French (eg. conversations, interviews, broadcasts, films)
• Speaking in French (eg.informal conversations, presentations, role-plays, interviews)
• Reading in French (eg. silently or aloud- for pleasure eg. extracts, advertisements, letters)
• Writing in French (eg. letters, faxes, emails, reviews, articles, diary entries, personal accounts, short stories)

Materials/Technology used:
• Laptops
• Internet
• Ipad and Iphone
• Television and CD/DVD Player
• French Magazines and Resources
• Realia

Texts used:
• AQA AS French Atouts
• Schaum's Outline to French Grammar 5th Edition
• Collins French Dictionary & Grammar

Typically leads to:
Journalist, Interpreter, Translator, Diplomat, Foreign Affairs and Trade Officer, Language Teacher, Lawyer, Librarian, Linguist, Musician, Nurse, Police Officer, Public Relations Officer, Exporter, Customs Officer, Immigration Officer, Hotel Manager, Actor, Tourist Guide, Waiter, Writer, Receptionist, Flight Attendant, Travel Consultant and more.

Entry:
It is assumed that students have formally studies the French language for at least 200 hours (Approximately Years 7-10) prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Undertaking Unit 4.

Please phone Jacqueline Love, Teacher of VCE French at Swinburne Senior Secondary College.
Philosophy

Outline of Units 1&2:
Unit 1:
• Metaphysics: The Nature of Reality, self and Identity, Mind & Body.
  Epistemology: “How do we know what we know?”
• Techniques of reasoning
Unit 2:
• Ethics
• Other Traditions of Thought/Religion.

Outline of Units 3&4:
Unit 3: Minds and Bodies / Personal Identity
Unit 4: The Good Life

Appeals to students who:
• Like to explore questions such as:
  o Is there some deeper reality behind the appearance of the everyday world?
  o What are the sources of our knowledge and how reliable are they?
  o What justifications can be given for terrorism, torture and war?
• Analyse definitions of key philosophical concepts
• Offer justified critical responses to viewpoints and arguments
• Formulate, explain and defend independent ideas in philosophical exchanges with others

Typical tasks:
• Class discussions
• Reading and analysing philosophical texts
• Essay writing
• Group work

Materials/ Technology used:
• Text book
• Excerpts from primary texts such as: Plato’s Cave, Descarte’s Meditations

Typically leads to (University or TAFE courses, occupations):
• Bachelor of Arts/Law
• Teaching
• Journalism
• Sales & Advertising
• Consultancy
• Law
20th Century History

Overview of subject:
• Looks at what was happening from 1900’s onwards
• Explores how past events effects the way we live today
• Studies iconic events such as: WWI, WWII, the Roaring 20’s, Great depression, Cold War, Civil Rights
• Examines music, movies, art, literature, cultural changes
• Investigates technology from radio to TV to computers

Outline of Units 1&2:
Unit 1: World War I, Roaring 20’s, Great depression, World War II - Hitler
Unit 2: Cold War, Propaganda, USSR, Vietnam War, Civil Rights

Appeals to students who:
• Want to understand how we got here
• Like having general knowledge of key events/people from the past
• Enjoy examining and analyzing key moments in history
• Are good at research and revel in the hunt for information
• Want to learn from past mistakes in history
• Like horrible history

Typical tasks
• multimedia presentations
• research tasks
• analysis of historical documents
• test SACs
• extensive use of the internet and video resources

Typically leads to (University or TAFE courses, occupations):
• History majors in University courses
• Historian in government bodies
• Teacher
• Writers and Editors
• Journalists
• Conservator
• Documentary Editors
• Producers of Multimedia Material
• Historians As Information Managers
• Archivists
• Records Managers
• Librarians
• Historians in Corporations
• Contract Historians
Information technology Applications – “The easy one”

Note: This subject is NOT offered at Unit 1 & 2

TOPICS COVERED IN UNITS 3 & 4:

UNIT 3: Web page design. Database design
UNIT 4: Spread sheet design Networking

APPEALS TO STUDENTS WHO:

• Want IT on their VCE
• Want to work with computers
• Want to understand how to use advanced options with software
• Want an easy unit to pass

TYPICAL TASKS (eg. Prac reports, tests, essays, products etc.):

• Developing web pages, databases, spread sheet applications
• Creating user friendly interfaces
• Writing user manuals for your applications
• Debugging, testing your applications

MATERIALS/TECHNOLOGY USED:

• Laptops
• Computer in Lab – Dreamweaver (Web), MS Office 2010 – Access, Excel, Word
• Internet – All the answers are there.
• Human brain – need to think and create

TEXTS USED:

• Text provided

TYPICALLY LEADS TO:

• University
• Work
Software Development – “The hard one”

Note: This subject is NOT offered at Unit 1 & 2

TOPICS COVERED IN UNITS 3 & 4:
  UNIT 3: Programming using Delphi (Pascal), Networking
  UNIT 4: More writing programs, creating database applications

APPEALS TO STUDENTS WHO:
  • Like solving problems/puzzles
  • Want to write their own software
  • Enjoy a challenge
  • Prepared to work at home

TYPICAL TASKS (eg. Prac reports, tests, essays, products etc.):
  • Developing software – simple games, puzzles, utilities
  • Creating user friendly interfaces
  • Writing user manuals for your software
  • Debugging, testing your software

MATERIALS/TECHNOLOGY USED:
  • Laptops (PC)
  • PC computers – running Delphi 7, (may be upgraded next year)
  • Internet – All the answers are there.
  • Human brain – problem solving

TEXTS USED:
  • Text provided

TYPICALLY LEADS TO
  • University – Programming, technician work, game design
Mathematics
Subjects
General Mathematics

Overview of subject:
General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. Throughout the subject there is also an emphasis on the use and application of digital technologies. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE. This study will lead into Further Mathematics Unit 3&4.

Topics covered in Units 1&2:

Unit 1
• Statistics Univariate
• Linear relations and equations
• Linear graphs and models
• Shapes and measurement

Unit 2
• Trigonometry
• Matrices
• Financial Arithmetic
• Bivariate Statistics

Appeals to students who like to:
solve problems of a mathematical nature that are based on using numbers, formulas, tables, graphs, diagrams

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
• assignments
• summaries
• tests
• short written responses
• problem-solving tasks & modelling tasks
• projects

Materials/ Technology used:
• Textbook
• Ti nspire CAS calculator
• Excel spreadsheets

Appeals to students who:
• Like Mathematics and Science in Years 7 – 10.
• Enjoy puzzles
• Are clear thing and logical
• Like “Getting it Right”

Typically leads to (uni or TAFE courses, occupations):
Careers that may require a Mathematics background are: Building, Health, Sport Science, Finance, Science, Psychology, Teaching, Information Technology, Retail, Media, Engineering.
Mathematical Methods

Overview of subject:
Prepare to apply yourself to the challenging world of maths. Use logic, improve your problem solving skills, extend and challenge yourself to develop.
The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Outline of Units 1&2:
Unit 1:  
- Linear & Quadratics relations  
- Matrices,  
- Cubic and Quartic  
- Functions and Relations  
- Probability
Unit 2:  
- Calculus,  
- Logs and Indices,  
- Circular Functions,  
- Combinations

Appeals to students who:
- Like maths  
- Enjoy puzzles  
- Are clear thing and logical  
- Like “Getting it Right”

Typical tasks
- Book work  
- Calculator work  
- Extended response, short answer and multiple choice tests

Materials/ Technology used:
- CAS Calculator, Textbook, Pen and Paper

Typically leads to (University or TAFE courses, occupations):
- Commerce  
- Industrial Design  
- Teaching

It is essential in studies such as Science, Engineering, Architecture and Medicine
Foundation Maths

Overview of subject: The Maths you do when you really don’t want to do maths. Looks at how maths works in the real world. No text book, the course uses the internet to explore everyday things such as time, money, credit cards, gambling, paying bills, buying a car, renting, problem solving and so much more.

Outline of Units 1&2:
Unit 1: Everyday real world maths – the basics
Unit 2: More everyday practical uses of maths
Note – this maths does not allow you to do maths in year 12

Appeals to students who:
• Would like to get maths in their VCE
• Need VCAL competences
• Like using computers
• Are good at solving puzzles

Typical tasks
• 20 question quiz each lesson
• Participation in activities, puzzles, games, online content
• Research on the Internet
• Assignment work
• Attending and staying awake

Materials/ Technology used:
• Computers
• All coursework and assessment is done on PC computers in class
• Internet
• Videos, puzzles, games

Typically leads to (University or TAFE courses, occupations):
• Maths on your VCE – hopefully making you more employable
• VCAL – satisfies the competencies needed for the VCAL certificate
• Basic maths skills used in everyday life (no trig, algebra, Pythagoras, etc.)
Science Subjects
Biology

Outline of Units 1&2:
- Cells – components of cells, roles of cells and cell replication
- Body Systems – Digestive, Circulatory, Respiratory, Reproductive
- Animal Adaptations – how animals are adapted to survive in different environments
- Ecosystems & the Environment – factors that make up the environments, different environment, how organism, how organisms communicate and interact in environments

Appeals to students who:
- Enjoy documentaries about the human body, animals and ecosystems (David Attenborough features highly)
- Like to question why organisms look, behave, communicate in certain ways and how these differ between species
- Enjoy learning about the human body and how, why it functions as it does
- Enjoy doing practical activities and research tasks
- Enjoy working in pair/groups for research and presentations in class

Typical tasks
- Practical Reports
- PowerPoint and poster presentations
- Textbook questions and worksheets
- Group work/discussions

Materials/ Technology used:
- Nature of Biology Unit 1&2 textbook
- Films & documentaries
- PowerPoint, worksheets & activities

Typically leads to (University or TAFE courses, occupations):
- Bachelor of Science
- Bachelor of Health Science
- Bachelor of Biomedicine

Occupations:
- **Medicine**: Doctor, Surgeon, Dentist, Dental Therapist, Nurse, Paramedic
- **Health Science**: Physiotherapist, Chiropractor
- **Animal Studies**: Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker
- **Environmental Studies**: Researcher, Meteorologist
Chemistry

Overview of subject: investigating the elements that make up the universe and everything on Earth. Chemistry explores how to make compounds, organic molecules that are the basis of life, acids and bases, gases, nanotechnology and batteries. The subject uses and experimental approach.

Outline of Units 1&2:
Unit 1: Elements, Compounds, Organic Chemistry
Unit 2: Acids, Bases, Gases in the atmosphere, Electrochemistry

Appeals to students who:
• Enjoy experimenting, doing practical work.
• Understanding Life, the Universe and Everything
• Keen to investigate, understand

Typical tasks
• Practical work and practical reports,
• diagnostic tests,
• multimedia presentations,
• participation

Materials/ Technology used:
• Chemicals
• Glassware
• Burners
• Distillation equipment

Typically leads to (University or TAFE courses, occupations):

- Analytical Chemistry
- Astrochemistry
- Atmospheric Chemistry
- Biochemistry
- Biotechnology
- Ceramics Industry
- Chemical Engineering
- Chemical Sales
- Chemist
- Consumer Products
- Environmental Chemistry
- Food Chemistry
- Forensic Science
- Geochemistry
- Materials Science
- Medicine
- Metallurgy
- Oceanography
- Organic Chemist
- Paper Industry
- Perfume Chemistry
- Petroleum and Natural Gas Industry
- Pharmaceuticals
- Plastics Industry
- Teaching
- Textile Industry
Physics

Overview of subject:
Explores how things work in the world, working with electronics, building bridges, magnetism, flight and astronomy.

Outline of Units 1&2:
CORE – Electricity, Light, Motion & Radioactivity
ELECTIVES – Alternative Energy, Astronomy, Flight & Nuclear Energy

Appeals to students who like:
• Knowing how things work
• Finding out why certain phenomena in the physical world happen (rainbows, static shock from car seat, lightning, …)
• Watching shows like ‘Mythbusters’, Sci-Fi Movies, documentaries like “Seven Wonders of the Industrial World”, Stephen Hawking shows, Richard Hammond Shows etc.
• Maths
• Conducting experiments

Typical tasks
• Prac reports
• Tests
• Assignments
• Multimedia Presentations

Materials/ Technology used:
• Data loggers
• Multimeters, oscilloscopes, calculators, light meters, sound meters, digital calipers

Typically leads to (University or TAFE courses, occupations):
Science, Engineering, Computer Science, courses at Uni or TAFE
Psychology

What is Psychology all about?
Psychology is the study of the thoughts, feelings and behaviours of people. It is a science and all theories are evidence based. It looks at the cognitive, behavioural, social, and biological determinants of behaviour.

Outline of Units 1&2:
Unit 1: Unit one looks at visual perception, mental illness and human development across the lifespan
Unit 2: Unit two is focused on social psychology, personality and intelligence

Outline of Units 3&4:
Unit 3: Unit three looks at consciousness, sleep and the brain. It also looks at the construct of memory
Unit 4: Unit four focuses on learning theory and mental health.

Appeals to students who:
• Have an analytical mind
• Are interested in the workings of the mind
• Like sciences
• Want to understand people

Typical tasks:
• Prac reports
• Tests
• Investigative reports
• Practical activities

Materials/Technology used:
• Text book
• Work book
• Laptop
• General class materials

Typically leads to (University or TAFE courses, occupations):
• Psychology
• Criminology
• Social Sciences
• Counseling
• Psychologist/Psychiatrist
• Education
• Youth work
• Therapist
• Researcher
Performing Arts Subjects
Overview of subject:

Unit 1
Dramatic storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagine and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Also involves analysis of a student's own performance work and of a performance by professional drama. This unit students use performance styles from a range of contexts associated with naturalism and non-natur

Unit 2
Non-naturalistic Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Outline of Units 1&2:
Unit 1: Dramatic storytelling.
Unit 2: Non-naturalistic Australian drama.

Outline of Units 3&4:
Unit 3: Devised non-naturalistic ensemble performance
Unit 4: Non-naturalistic solo performance

Appeals to students who:
• Enjoy performing and creating their own drama material
• Who have enthusiasm and interest to work with others creatively
• Are interested in analyzing drama literature
• Enjoy historical and character research

Typical tasks:
• Drama group workshops. Substantial practical work is part of the course
• Performing for the class and on occasion, performing to an external audience
• Reading and writing creatively as well as analytically (short reports and essays)

Folio subject: NO

Materials/ Technology used:
• Course content is guided by various text books however students are not required to buy one
• Course handouts and readings are provided
• Wide research methods
• Reading plays, novels and non-fiction works

Typically leads to (University or TAFE courses, occupations):
• Bachelor of Arts
• Acting/ Drama coach/ teaching/ writing/ film and television/ theatre design/ directing/ producing/ law/ youth work/ radio/ work in the entertainment industry/ event management/journalism
Instrumental lessons

Overview of subject:
- Students who study Music Performance or investigation must have instrumental lessons. These can occur with a private teacher or with the school teachers.
- We currently (2013-2014) offer lessons on Drums, Guitar, Voice and Piano

Outline of Units 1&2:
Unit 1: Learning songs, Improving technical skills
Unit 2: Learning songs, Improving technical skills

Outline of Units 3&4:
Unit 3: Learning songs, Improving technical skills
Unit 4: Learning songs, Improving technical skills

Appeals to students who:
- Enjoy learning an instrument

Typical tasks:
- Learning songs
- Practicing technical skills

Folio subject: No

Materials/ Technology used:
- Instrument
- Soul

Typically leads to (University or TAFE courses, occupations):
- Musician
- Music teacher
- Bachelor of Music (Performance)
- Music courses of various levels (Cert III to Degree)
Music Investigation

Overview of subject:
Music Investigation is a very unique subject! Each student chooses an area of music that is of personal interest (Focus Area), and throughout the year develops knowledge and instrumental skills within this area.

This subject is available to all students who have completed Units 1 & 2 in Music Performance.

Please Note:
This subject is a Unit 3/4 sequence only. Year 11 students are able to enroll in this class ONLY if they have previously completed Music Performance Units 1/2.

Outline of Units 3&4:
Each student chooses a unique Focus Area to base their research and performance on. As each student has their own Focus Area, classes use learning activities and instructional workshops to develop the required skills and knowledge to properly research their Focus Area.

Unit 3:
Students will complete 3 folios (Investigation, Composition, Performance Technique) aimed at developing their knowledge within the chosen Focus Area. Students are required to practice regularly and learn their selected repertoire from their chosen Focus Area. There will be regular performance opportunities throughout the semester.

Unit 4:
Students extend on their developed knowledge from Unit 3 and focus on writing their own composition. Students will reflect on how their Focus Area has developed, changed, issues they have had, as well as success they have had. Regular performance workshops will assist in preparing students for their externally assessed performance exam.

Appeals to students who:
- have a passion for music
- love a particular style, genre, musician, or band
- are interested in learning more about their instrument, or specific techniques

Typical tasks:
- Presentations
- Performance Workshop
- Listening journals
- Music analysis
- Song writing
- Background research

Folio subject: Yes

Materials/ Technology used:
- iMac computers with Logic and Garage Band
- Laptops
- Personal instruments
- Advanced internet searching

Typically leads to (University or TAFE courses, occupations):
- Musician
- Bachelor of Music (Performance)
- Music Teacher
- Tertiary Music degrees/certificates/diplomas
- Composer/song writer
Music Performance

Overview of subject:
Swinburne specialises in helping students who have a fear of music theory or no background in music theory.
Students participate as a member of a group and perform regularly at lunchtime concerts and music nights.
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges.

All Students MUST be having instrumental lessons in 2014!

All students need to prepare a piece of music to perform to the music teachers. Once enrolled students will be contacted and informed of their performance time (early December).

Outline of Units 1&2:
Unit 1: Music Performance, Technical skills, Musicianship
Unit 2: Music Performance, Technical skills, Musicianship, Composition

Outline of Units 3&4:
Unit 3: Music Performance, Technical skills, Musicianship
   Students choose either solo or group performance (for the entire year)
Unit 4: Music Performance, Technical skills, Musicianship

Appeals to students who:
• Enjoy playing music / Enjoy playing in a band
• Enjoy composing music
• Enjoy improving their musical abilities
• Enjoy Analysing music

Typical tasks:
• Regular performances
• Technical work
• Worksheets

Folio subject: No

Materials/ Technology used:
• Laptops
• Personal instruments
• Garageband, Logic Pro, Music Score, Sibelius, Auralia and Musition

Typically leads to (University or TAFE courses, occupations):
• Composer for film/Video Games/Advertisements
• Bachelor of Music (Performance)
• Music courses of various levels (Cert III to Degree)
• Musician/ Music teacher
Music Style and Composition

Overview of subject:
The focus of this subject is analysing and composing music in different genres/styles. Students will develop their ability to visually and aurally analyse music. These skills will be used to create music that adheres to different musical styles. Students will investigate the social context in which musical styles have developed and how this has impacted upon the emerging musical expression. In this subject there is a strong focus on creating music. Major assessments in each unit involves (but is not limited to) students completing a folio of compositions and various musical analysis.

Outline of Units 1&2:
Unit 1: Composition, Music Analysis, Listening Skills
Unit 2: Composition for film, theatre, dance etc. Music Analysis, Listening Skills

Outline of Units 3&4:
Unit 3: Composition, Music Analysis, Listening Skills
Unit 4: Composition, Music Analysis, Listening Skills

Appeals to students who:
- Enjoy composing music
- Enjoy playing music
- Enjoy self-expression
- Enjoy improving their musical abilities
- Enjoy analysing music
- Enjoy recording music

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Folio of compositions
- Analysing songs and genres

Folio subject:
Students complete two major compositions each term that form the basis of their folio.

Materials/ Technology used:
- Laptops
- Personal instruments
- Logic Pro, Garageband, Music Score, Sibelius

Typically leads to (University or TAFE courses, occupations):
- Composer for film/Video Games/Advertisements
- Bachelor of Music (Composition)
- Music courses of various levels (Cert III to Degree)
- Musician
- Music Teacher
Music Technology (VET)

Overview of subject:
This subject focuses on recording and mixing musical performances. Students make use of the Swinburne Recording studio to record fellow students and their own compositions. Students will learn how to record and mix a song, use effects and processors and set up for live concerts.

Outline of Units 1&2:
- Mixing a song
- Recording a song
- Microphone selection
- Microphone placement
- The Australian Music Industry

Outline of Units 3&4:
**PREREQUISITE: STUDENTS MUST STUDY UNITS 1/2**
- Mixing a song
- Recording a song
- Microphone selection
- Microphone placement

Appeals to students who:
- Enjoy recording music
- Enjoy composing music
- Enjoy playing music

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Mixing
- Composing Music
- Recording
- Performance
- Analysing songs and genre’s

Folio subject: No

Materials/ Technology used:
- Logic pro
- Microphones
- Instruments
- Logic Pro
- Internet

Typically leads to (University or TAFE courses, occupations):
- Recording Engineer
- Live Sound Engineer
- Technical production courses of various levels (Cert IV to Degree)
- Musician
- Composer for film/Video Games/Advertisements
Theatre Studies

Overview of subject:

Unit 1 – Theatre styles of the Pre Modern Era
- Pre Modern Theatre
- Interpreting Play scripts
- Analysing a play in performance

Unit 2 – Theatre styles of the Modern Era
- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

Outline of Units 3&4:
Unit 3: Play Production processes, Stagecraft Application and Theatrical Analysis
Unit 4: Monologue and Scene interpretation, Acting and Stagecraft Application and Theatrical Analysis

Appeals to students who:
- Have an interest in extending and developing their appreciation of theatre
- Have an interest in applying a range of stagecraft (including acting) to interpret theatrical play scripts
- Have an interest in extending and developing their skills in analysing and evaluating theatrical performance

Typical tasks:
- Tests
- Performance work
- Assignments
- Production Tasks
- Essays

Folio subject: NO

Materials/ Technology used:
- Laptops
- Lighting board (optional)
- Sound Board (optional)
- Building tools
- Art Materials and Supplies

Typically leads to (University or TAFE courses, occupations):
- Design stagecraft (costume, Set Design etc)
- Theatre Technology (Lighting, Sound etc)
- Stage Management
- Acting
- Script Writing
- Direction/ Dramaturgy. Events Management
Art

Outline of Units 1&2:

Unit 1: Art and Meaning
• Examine and the art making with a world lens
• The study is designed to look at a broad philosophical idea of art and art making in the world of artists
• Students use the construct of Analytical Frameworks to guide them through researching, analyzing, discussing, debating, refining both their writing about art ideas, issues and the making of their own art.

Unit 2: Art and Culture
• In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as Street Art, Public Art, art production for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art.
• Students identify ways in which art expresses and reflects culture.
• They use Formal Frameworks and cultural Framework to examine the meaning and messages of selected artworks.
• In their practical work, students continue to explore techniques and develop personal and creative responses in their art production.

Appeals to students who like to:
• Make observations, explore ideas and express themselves in the production of art making.
• Use their imagination and creativity.
• Investigate different facets of art mediums and ways of working.
• Analyze art works to explore their meaning and the techniques used.
• Students who want to create their own works.

Typical tasks:
• Class discussion.
• Reading and analyzing media texts.
• Learning production skills.
• Planning and creating Art productions.
  Individual and group work

Folio subject: Yes
• This course involves both and practical folio work and theoretical study

Materials/ Technology used:
• A range of different art materials are used.
• Art books
• Computers

Typically leads to (University or TAFE courses, occupations):
• University and TAFE courses. Eg. Bachelor of Fine Arts, Diploma of Art/Visual Artist, Graphic Artist/Designer, Gallery Director, Conservator, Reviewer, Art historian, Teacher
Media

Unit 1: Representation and technologies of representation
• How and why the media construct and distribute representations of ideas, people and events.
• Students make and compare representations in a range of media forms including video, photography and/or print production.
• New Media is changing the way we live and work, but how and why?

Unit 2: Media production and the media industry
• Working collaboratively students create productions in video, photography and/or print production.
• Students study the stages and roles involved in professional media productions.
• Investigating the social, cultural and industrial framework of the Australian media industry.

Appeals to students who like to:
• Explore questions such as:
  - What is the relationship between the media and its audiences?
  - How are media productions constructed, distributed and marketed?
  - Why do we as audiences both love and fear the media?
• Analyse how the media construct texts to appeal to different audiences and how these audiences read and interpret these texts.
• Use media technologies to explore ideas and develop skills in media production.
• Make media in media forms of the student’s choice.
• Create new media products to explain ideas.

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
• class discussion
• reading and analysing media texts
• learning productions skills
• planning and creating media productions
• individual or group work

Folio subject: This course involves both practical folio work and theoretical study. Materials/ Technology used:
• Nelson Media textbook Edition 3 includes ebook 2012)
• Digital SLR and video cameras (available from the library)
• Print design, digital photography and video editing software
• Online and social media

If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):
• English and SOSE subjects
• Art and design subjects

Typically leads to (uni or TAFE courses, occupations):
• Bachelor of Arts, Fine Arts or Media
• Teaching, journalism, advertising, media production in many fields
Many students undertake Media to learn more about their own media consumption and to develop practical skills that they can use for creating and publishing media productions in their daily lives.
Studio Arts

Topics covered in Units 1&2:

**Unit 1:** Artistic Inspiration and Techniques
- Students explore a range of ideas and experiment with a wide selection of materials.
- They use a Visual Journal/diary to record the development of their ideas, sources of inspiration and progress made.
- Students reflect on their ideas and work in both written and oral forms.
- Students learn to research and analyse artists and their work.

**Unit 2:** Design exploration and concepts
- Students explore the design process in the production of a number of artworks.
- They learn to analyse their own work and that of other artists
- Students look at a variety of sources of inspiration and experiment with materials and the application of techniques.

**Appeals to students who like to:**
- Experiment with a variety of materials and create artworks.
- Use a visual journal/diary to explore ideas.
- Study / find out about artists and the artwork of others
- Develop a folio of work
- Be thinking of applying to further studies in an art/design area

**Typical tasks**
- class discussions
- exploring ideas
- keeping a Visual Diary/journal to detail progress in the development of ideas and artworks
- creating artworks
- analysing and interpreting artworks
- written SAC’s based on student’s own work and the research of chosen artists

**Folio subject:** Yes: use of Visual Diary/journal and creation of a folio of finished artworks.

**Materials/technology used:**
- laptop computers
- wide range of materials. Painting, drawing, sculpture, printmaking, etc

**Typically leads to (University or TAFE courses, occupations):**
- Diploma of Visual Arts(TAFE) Bachelor of Fine Arts/Visual Arts (Uni)
- Fine artist, Art Teaching.

Students taking Studio Arts can use their folio in order to support entry to a wide range of TAFE and Uni Courses allied to areas such as: Graphic Design, Visual Merchandising, Exhibition Design, Textile Design, Stage Design etc.
Studio Arts: Textiles

Studio Arts-Textiles follows the same VCAA study design as Photography and Studio, the difference being that it is specializing in the medium of textiles or fabric design and manipulation. This subject compliments Product Design & Technology and forms a very good basis to develop a folio. A question you might ask yourself. ‘What comes first the fabric or the garment design?’

Topics covered in Units 1&2:
Unit 1: Artistic inspiration and Techniques.
   • Shibori, Polychromatic printing, felting, Disperse dying, silk screen printing etc

Unit 2: Design and Exploration
   • Develop an Exploration Proposal around the theme of your choice. Follow the design development process and create your original works. (can be costume or wearable art pieces)

Appeals to students who:
   • Want to learn how to develop their own fabrics
   • Want to develop their design style
   • Learn many different techniques to use when making fabrics.
   • Learn how to put interesting fabrics into garments

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
   • Develop your own fabrics design and learn how to make them into garments or products
   • Drawing
   • Writing statements of what you want to achieve.
   • Processes such as – shibori, dying, devore, felting and nuno felting, machine embroidery, screen printing etc

Folio subject: YES. You will keep a detailed design folio throughout the year and complete one minor and one major project in Unit 1 and 1 major piece in Unit 2.

Materials/ Technology used:
   • Fabrics
   • Sewing machines
   • Overlockers
   • Irons etc
   • Dyes and printing inks

If you have liked or enjoyed these studies/electives in the past
   • Clothing and product design
   • Sewing
   • Creating your own creative fabrics and garments

Typically leads to (uni or TAFE courses, occupations):
   • Fashion design degree
   • TAFE clothing design and construction
   • Textile Design Degree and TAFE
   • Marketing and Merchandising
Studio Arts: Photography

Students creatively interpret and photograph set themes and learn to use a range of technology and techniques. Unit 1 investigates manual SLR cameras and black & white darkroom processing. Unit 2 explores digital cameras and Photoshop techniques.

Topics covered in Units 1&2:

Unit 1
- Students work exclusively with black & white photography in the darkroom. They use manual film cameras (SLR’s), photographic chemicals and darkroom equipment to develop negatives and photographs.
- They experiment with different techniques, use their imagination to interpret and explore set themes and annotate all work in their Visual Diary.
- Students research and analyse photographs to learn how materials, techniques and aesthetics are used to express ideas.

Unit 2
- Students use digital cameras and Adobe Photoshop to develop techniques and creatively photograph and edit their work.
- They interpret and investigate set themes, take screen captures of the editing process and annotate all work in their Visual Diary.
- Students research photographers and analyse images to learn how materials, techniques and aesthetics are used to express ideas.

Appeals to students who like to:
- think imaginatively and creatively
- explore different ways of working and the many facets of photography
- experiment with both analogue and digital photography
- make observations; investigate and express ideas
- analyse photographs to explore meanings and techniques

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Class discussions
- Individual and group work – taking photographs and image analysis
- Interpret themes, seek inspiration, write Exploration Proposals
- Producing photographs using a range of technology and techniques
- Analyse photographs - interpreting visual signs & symbols, aesthetics
- Research photographers - comparing working methods & approaches
- Annotate work in the Visual Diary; developing ideas, techniques used

Folio subject: Yes – All work is developed and annotated in the Visual Diary

Materials/ Technology used:
- Manual film SLR cameras, Digital SLR cameras, 35mm Black & White film
- Photographic chemicals, thermometers, Enlargers, darkroom
- Computers, Adobe Photoshop, printers, lenses, scanners, lighting, tripods etc

Typically leads to (University or TAFE courses, occupations):
- Uni & TAFE courses e.g. Bachelor of Fine Arts, Diploma of Art/ Visual Art,
- Artist, Commercial Photographer, Photo-journalist, Director of Photography, Graphic Artist/Designer, Curator, Gallery Director, Conservator, Reviewer, Teacher, Art Historian
Visual Communication and Design

Visual communication design is about helping people make decisions about where and how they live and what they buy and consume. The study focuses on students developing an informed, a critical and approach to understanding of design and using visual communications. Design thinking and use of the design process is developed to creatively produce design solutions.

Unit 1:

Outcome 1 - focuses on students developing skills in creating drawings for different purposes using different methods, media and material.
Outcome 2 - focuses on students being able to select and apply design elements and design principles to communicate for a stated purposes.
Outcome 3 - focuses on students being able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2:

Outcome 1 - focuses on students being able to create presentation drawings that incorporating technical drawing conventions that communicate information and ideas.
Outcome 2 – focuses on students being able to manipulate type and images for print and screen-based presentations.
Outcome 3 - focuses on students being able to use the design process to create a visual communication appropriate to a given brief.

Appeals to students who:

Have an interest in:
- design and creatively producing visual design solution
- freehand, technical (instrumental) and digital drawing processors and techniques.
- producing visual images that effectively market, promote, advertise a product or company.
- developing skills in the use of design elements and principles
- developing knowledge of the function and purpose of design.

Typical tasks:

Students will participate in a range task, including:
- Freehand and instrumental drawing tasks
- developing skills in using different drawing techniques for specific purposes
- developing an understanding of the analysis and utilization of visual elements and principles.
- research tasks on comparing design from different periods of time.
- using a Visual Journal to document the design process and use of drawing techniques and processors.
- the annotation and evaluation of design processes related to specific outcomes.
- use of the design brief to identify the purpose and audience of a design product.

Folio subject: Use of Visual Journal and Related research tasks

Materials/Technology used:

Using their Visual Journal students will explore a wide range of drawing and painting material and related equipment + the use of computers and design application and printing processors.

Typically leads to (University or TAFE courses, occupations):

University and TAFE course: Bachelor of Fine Art, Dip of Art/Visual Art, Graphic Design
Occupations include: Conservator, Art Journalist Critic, Curator, Art Historian, Visual Arts, Theatre or Fashion Design, Industrial or Interior Design, Graphic designer, Product/Industrial designer, Illustrator, Architecture, Stage Design, + a wide range of diverse occupations that utilise design or capacity to working as part of team with in the design industry
Technology
Subjects
Product Design & Technology

Fashion, Wood, Industrial Design and Jewellery

Units 1&2 Product Design and Technology will see you working individually and within a group situation to redesign an existing product whilst developing your own style. Unit 2 you will work in a group to develop a range of products which are influenced by an historical and/or cultural design movement.

Topics covered in Units 1,2,3&4:
Unit 1: Modification of existing design/product
Unit 2: Collaborative (team) design project
Unit 3: Applying the product design process, by using a client or end-user
Unit 4: Product development and evaluation of the Unit 3 designs.

Appeals to students who:
• Want to learn correct processes to make a garment/piece of jewellery/product
• Want to develop their design style
• It is not a ‘styling’ subject you will need to develop your own products
• Have a desire to develop skills to carry through into Year 12 Product Design and Technology
• Enjoy re-inventing clothing

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
• Develop your own garment/jewellery or product design and learn how to make it
• Drawing
• Writing design briefs, essays
• Power point presentation

Folio subject: YES - you will develop a design folio and produce at least one product each

Materials/ Technology used:
• Fabrics
• Sewing machines, overlockers, Irons etc
• Soldering irons, saws, drills etc

If you have liked or enjoyed these studies/electives in the past:
• Clothing and product design
• Sewing
• Wooden products
• Jewellery

Typically leads to (uni or TAFE courses, occupations):
• Fashion design degree
• TAFE clothing design and construction
• Textile Design Degree and TAFE
• Marketing and Merchandising
• Apprenticeship
Food and Technology

Units 1 & 2:
Unit 1 - Keeping food safe:
• causes of food spoilage and poisoning.
• storage practices to ensure safety and maximise the quality of food.
• safe and hygienic use of tools and equipment.

Food properties and preparation:
• the design process.
• structure, properties and classifications of key foods.
• considerations in food selection, including food quality and ethical (mainly environmental) issues.
• functional properties of selected key foods and their role in food preparation.

Unit 2 - Tools, equipment, preparation and processing:
• technological developments in tools and equipment for domestic use, such as the latest advances in cookware and appliances.
• suitability of food preparation and processing techniques; wet and dry cooking techniques and presentation methods that optimise properties of key foods, including nutrient content and sensory properties such as appearance, aroma, flavour and texture.

As well as providing a general knowledge of food preparation and presentation, the above course is all a solid background if you wish to study the more intensive Year 12 Food and Technology Units 3 and 4. This subject also complements a study in subjects such as Hospitality.

Appeals to students who:
Like to learn about food, like to cook, who are creative, who have an enquiring mind and who like to learn about why certain reactions occur (e.g. in food preparation).

Typical tasks:
• Practical production reports.
• A variety of other tasks such as tests, multimedia presentations, group work, research assignments.
• The work is approx. 50% practical, 50% instructional/theory-based.

Folio subject: YES

Materials/Technology used:

Typically leads to:
Cook, chef, waiter, sales, hotel/bar work, Home Economist, Dietician, Food & Technology teacher, Food processing technician/Laboratory assistant, Environmental Health Officer (checking on food health & safety in businesses), Child care worker, Journalist/Food writer, Food Stylist, Nurse, Aged Care worker - the list is limitless!
**Course:** Intermediate VCAL

**Overview:**
At the College, the Intermediate VCAL program is conducted primarily through the VCE program, although at a less academically challenging level. Students are required to meet all the VCAL requirements, and do this by completing a number of VCE subjects plus the one compulsory VCAL subject of Personal Development. This provides the VCAL students with the flexibility of moving to the VCE program in Year 12. Students can also choose to remain with the VCAL program in their final year and if they are interested in adding a third year to their program, they can accumulate VCE Units during their VCAL program and complete the VCE certificate in the following year.

It is also recommended that students enroll in additional VCE courses based on interest and level of commitment. A number of VCE courses such as Food Technology, Health and Human Development, Media can help students in accessing TAFE or other related courses. Please ask for advice when considering additional VCE subjects during the enrollment process and in consultation with the VCAL Coordinator.

<table>
<thead>
<tr>
<th>VCAL Requirement</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. There is a major focus on OH&amp;S and group activities.</td>
<td>VCE</td>
<td>Industry and Enterprise OR</td>
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<tr>
<td>VCE</td>
<td>Industrial Design (Wood)*</td>
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</tr>
<tr>
<td>Literacy Strands – focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing.</td>
<td>VCE</td>
<td>Foundation English OR</td>
</tr>
<tr>
<td>VCE</td>
<td>English OR</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>Literature OR</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>English Language</td>
<td></td>
</tr>
<tr>
<td>Numeracy Strands – focus on basic numeracy skills including ...</td>
<td>VCE</td>
<td>Foundation Maths OR</td>
</tr>
<tr>
<td>VCE</td>
<td>General Maths</td>
<td></td>
</tr>
<tr>
<td>Industry Strands – Students choose a VET certificate in an area they are interested in perusing a career in the future.</td>
<td>VET</td>
<td>Any certificates :::::: (not a number of VET Certificates qualify also as VCE Units)</td>
</tr>
<tr>
<td>Personal Development Strands – students develop and consolidate a range of personal skills through their work in community projects.</td>
<td>VCAL</td>
<td>Personal Development</td>
</tr>
</tbody>
</table>

**APPEALS TO STUDENTS WHO LIKE TO:**
- Work with their hands
- Enjoy a practical approach to learning
- Enjoy learning in a range of settings including outside the classroom.

**TYPICAL TASKS:**
- Practical activities
- Teamwork
- Discussions
- Excursions

**MATERIALS/ TECHNOLOGY USED:**
- Range of materials from materials used in practical activities, to class based handouts, videos, guest speakers etc.

**TYPICALLY LEADS:**
- TAFE course or apprenticeships