ENGLISH SUBJECTS

(students must choose at least one)
English

Topics covered in Units 3&4:

Unit 3
Context: Whose Reality?
Textual Response
Using Language to Persuade

Unit 4
Context: Whose Reality?
Textual Response
Exam Revision

Appeals to students who:
- Are creative and analytical
- Enjoy reading and responding to texts
- Enjoy writing creatively and exploring different forms of writing.
- Are interested in studying language and the impact that it has upon people
- Enjoy watching films and analysing them.
- Students who study English may have enjoyed studying English from Years 7-11 and wish to continue with it.

Typical Tasks:
- Participation in classroom discussion
- Textual response essays
- Oral presentations
- Creative responses
- Writing Exercises
- Textual Analysis

Materials and technology used:
- Laptops
- Reading texts

Texts used:
This is still being decided for 2014, but the texts that we have most recently studied in English include:
- Wag the Dog dir. Barry Levinson (film)
- Death of a Salesman by Arthur Miller (play)
- The Reluctant Fundamentalist by Moshin Hamid (novel)
- Stasiland by Anna Funder (non-fiction novel)

Typically leads to:
- English is a required subject for most courses after Year 12.
- English can prepare you for any course that you wish to take after Year 12 as it helps to develop your reading, writing, analytical and research skills.
English Language

Topics covered in Units 3 & 4:
Both units are studied within the framework and theories of linguistics: Phonetics, Syntax, Lexicon & Morphology, Discourse Analysis and Semantics

Unit 3: Language variation of both informal and formal language in society. This includes both spoken and written texts in their contexts, which create inclusivity and exclusivity for the audience.

Unit 4: The use of Standard and non-standard forms of language varieties in society, including personal accents, group membership and national identity. Study of individual and group identity through the spoken and written language. Examine the attitudes and prejudices toward English, generational use of English, ethnolects and Aboriginal English.

Appeals to students who:
- Have completed Units 1 and 2 English Language
- Can pick up new terminology with ease.
- Who are interested in reading and challenged by new knowledge
- Are interested in all aspects of language including grammar.
- Enjoy using and playing with language.
- Analysing language change and contemporary usage

Typical Tasks (eg. Prac reports, tests, essays, products etc.):
- Decoding transcriptions of spoken language
- Analysis of various spoken and written texts
- Presentation of formal language in speech or writing
- Expository essay
- Investigative presentation or written commentary using subsystems of language to look at Aust Standard and non-standard English use.
- Group discussion and group work essential.
- Independent research

Folio subject: No.

Materials/technology used:
- laptops
- The Internet beyond Wikipedia
- Multimodal presentations: podcasts, interviews, film, television programmes
- Federal Hansard other transcriptions
- Online University clearinghouse journals.

Texts used:
- VCE English Language Unit 3 & 4 Living Lingo
- Dictionary of Linguistic Terminology
- Encyclopaedia of English Language
- How Language Works- David Crystal

Typically leads to (University and TAFE courses, occupations):
Journalism, Public Relations, Marketing, Teaching Qualifications for English and Teaching English as Another Language, Forensic Linguist, Interpreter/translator
Literature

Topics covered in Units 3 & 4:

Unit 3:
- Adaptations and transformations
- Views, values and contexts in literature
- Considering alternative viewpoints

Unit 4:
- Creative responses to literature
- Close analysis

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 and/or Performing Arts subjects

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- 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,
- Apart from the creative response, assessment tasks are essays

Folio subject: No
However there is a creative response that is written over two weeks in class, worth 60 marks of the 100 for Unit 4.

Equipment:
- Laptops
- Books and pens
- An open, enquiring mind

Texts used: 2013 – some changes for 2014*
- Persepolis – animated film*
- Atonement – Ian McEwan,(novel) and its film adaptation*
- After the Quake – Haruki Murakami (short stories)*
- Collect Stories – Peter Carey (short stories)
- The Bacchae - Euripides (play)
- Max is Missing – Peter Porter (poetry)

Typically leads to (University and TAFE courses, occupations):
Arts courses at TAFE and university
Journalism
Creative Arts
Performing Arts
Unit 3 Outcomes
Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/ or cultural performance traditions. Non-naturalistic performance styles and associated conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this unit. Students also attend a professional play production and prepare an analysis of that work.

Unit 4 Outcomes
Non-naturalistic solo performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. Students also write on their solo work and undertake a theory examination.

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
Theatrical Studies

**Topics covered in Units 3 & 4:**
  **UNIT 3:** Play Production Process, Stagecraft Application and Theatrical Analysis  
  **UNIT 4:** Monologue and Scene Interpretation, Acting & 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 playscripts
- Have an interest in extending and developing their skills in analysing and evaluating theatrical performance

**Typical tasks (eg. Pract reports, tests, essays, products etc.):**
- Theatrical Production  
- Stagecraft Application ‘Resource and Development Folio’  
- Monologue Performance work  
- Scene Interpretation workbook

**Folio subject:**
Not really, but is a strong Theatre Production based study (especially Unit 3)

**Materials/technology used:**
- Laptops  
- Lighting Board (optional)  
- Sound Board (optional)  
- Building Tools

**Texts used:**
- ‘Acting Smart: Theatre Studies’ (recommended)  
- A range of playscripts determined annually by VCAA and the College

**Typically leads to (University and TAFE courses, occupations):**
- Design Stagecraft (Costume, Set Design etc)  
- Theatre Technology (Lighting, Sound etc)  
- Stage Management  
- Acting  
- Script writing  
- Direction/Dramaturgy  
- Events Management
Music Styles & Composition

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. They 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. Music creation can use music technology, such as computers and recording software or it can rely on traditional methods. Major assessments in each unit involves (but is not limited to) students completing a folio of compositions and various musical analysis.

**Topics covered in Units 3 & 4:**

- **Unit 3:** Composition, Music Analysis, Listening skills, Indian Music, Balinese Music
- **Unit 4:** Composition, Music Analysis, Listening skills, Modal Jazz Minimalism

**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 (eg. Prac reports, tests, essays, products etc.):**
- Folio of compositions
- Analysing songs and Genre’s

**Folio subject:** YES

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

**Texts used:** All resources provided

**Typically leads to (University and 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 Performance (Solo or Group)

Students choose to complete their performance exam in either a group or as a soloist. The focus of the end of year exam is presenting a broad range of musical styles.

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges.

Students MUST be having private instrumental lessons!

Topics covered in Units 3 & 4:

Unit 3: Music Performance, Technical skills, Musicianship
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 Analyzing music

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- Regular performances
- Technical work
- Power point presentations
- Worksheets

Folio subject: NO

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

Texts used: Students purchase Auralia and Musition (Computer based software)

Typically leads to (University and TAFE courses, occupations):
- Composer for film/Video Games/Advertisements
- Bachelor of Music (Composition)
- Music courses of various levels (Cert III to Degree)
- Musician or music Teacher
Music Investigation (Units 3 and 4 only)

Music Investigation Units 3 and 4 involves both performance research in their favourite genre (Focus Area) and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study.

Prerequisites:
- It is highly advised to have any Music units 1 & 2
- Current instrumental lessons (Voice/Guitar/Bass currently offered at Swinburne)
- Students must be attending private instrumental lessons

Topics covered in Units 3&4:
- Performance
- Composition
- Music Theory
- Music Analysis
- Musical History
- Musical Research

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

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Presentations on your favourite area of music.
- Performance
- Composing Music
- Analysing songs and Genre’s

Folio subject: YES

Materials/ Technology used:
- Personal instruments
- Garage Band/Logic/Guitar Pro/Sibelius/Music Score
- Internet

If you have liked or enjoyed these studies/electives in the past…. (e.g. general science, photography etc):
- Music
- Drama
- Creative Pursuits
- There is a theory component in the class

Typically leads to …. (Uni or TAFE courses, occupations):
- Music courses of various levels (Cert III to Degree)
- Musician
- Composer for film/Video Games/Advertisements
- Music Teacher
Media

Topics covered in Units 3 & 4:

Unit 3: Narrative (film analysis), Production Skills, Media Production Design Plan
Unit 4: Society’s values and texts (media analysis), Media Production, Media Influence

Appeals to students who:
- Are interested in the ways in which the media works and its relationship with audiences
- Analysing a variety of media texts.
- Creating and developing media productions individually in a variety of mediums.
- Improving theoretical and practical knowledge of media processes

Typical tasks (eg. Pract reports, tests, essays, products etc.):
- Written analysis
- Short and extended responses
- Discussion
- Practical tasks

Folio subject: YES – there is a SAT for Year 12 Media and a Design Plan

Materials/technology used:
- Laptops, Desktops
- Adobe Creative suite including Premiere Pro (other relevant software)
- Printing and mounting facilities
- Videos, Films, Television Series, Magazines, Photographs
- Cameras, Tripods, Lighting

Texts used:
- Jo Flack’s Nelson Media VCE units 1-4 (same as in year 11)
- Films, Television episodes, Magazines, Websites etc

Typically leads to (University and TAFE courses, occupations):
- Courses in Film, Television, Photography, Production.
- Theoretical courses and in Media and Communication.
- Fine Arts.
- Bachelor of Arts.
- Journalism.
- Work in various media industries (eg., television, film, newspapers, magazines etc)
Visual Communication Design

**Topics covered in Units 3&4:**

**Unit 3:** Create designs a specific purpose, audience and context in all three areas Communication, Environmental and Industrial design.

- Analyse how advertisements are constructed and the ways that they can manipulate the intended audience.
- Research the process that a professional designer would use in dealing with a client and in creating a finished presentation to meet the needs of the client.
- Generate a Design Brief that will form the basis of a design process that will flow on into Unit 4.
- Commence the research and idea generation to address the communication needs that have been outlined within the design brief.

**Unit 4:** Continue the design process commenced in Unit 3 focusing on the further development of the ideas and concepts. The design process is completed with the use of refinement, reflection and production techniques.

- Devise a strategy to pitch the fully resolved finished presentations to the client or substitute.

**Appeals to students who:**

- Have a passion for creating original concepts and design alternatives within a range of formats.
- Who are computer savvy and have a desire to learn more about a creative approach to digital design.
- Interested in developing an in-depth understanding of design software.
- Wishing to pursue a design based career path in any of the Major Design Courses.

**Typical tasks:**

The subject is heavily practical based although students must have an analytical mind and be competent at expressing themselves both verbally and in a written context.

Tasks include: generating concepts and finished designs to meet Communication, Industrial and Environmental design briefs.

Analysing how advertisers engage and manipulate the customer to purchase a particular product.

Creating polished Design presentations for a client of your choosing.

How to put a spin on the marketing of designs to a prospective client.

**Folio subject:** Yes Students will produce a Design Portfolio of their years work.

**Materials/ Technology used:**

Manual drawing and Design plus the use of Apple Computers, Design Software (Photoshop, Illustrator, Maya, Flash, Dreamweaver and AfterEffects), Digital SLR cameras and Walcom digital drawing tablet.

**Typically leads to (Uni or TAFE courses, occupations):**

This course is ideally suited for students who wish to pursue further study in the areas of Industrial Design, Architecture, Interior Architecture, Graphic Design, Product Design, Communication Design, Multimedia Design, Games Design, Web Design, Advertising Design, and Landscape Design and is helpful when applying for any of the Interactive and Digital Media related courses.

**Careers include:** Architect, Interior Designer, Graphic Designer, Environmental Designer, Product Designer, Industrial Designer, Interactive Designer, Web Designer, Digital Animator, Photo Retoucher, Digital Illustrator, Graphic Artist, PrePress Editor, 3D Character Designer, an Effects Artist in the Movie Industry, and Games Designer as well as most Design based careers.
Studio Arts (Photography)

In Unit 3 students choose a theme and investigate it photographically. They creatively explore the theme’s conceptual possibilities, as well as a range of techniques, equipment and materials. No final artworks are produced in Unit 3. Instead, a range of Potential Directions for final artworks are generated. They research and analyse the work of artists to explore style, meaning, materials and techniques and ethical and legal issues artists’ face. In Unit 4, students develop and refine their Potential Directions to produce a cohesive folio of finished artworks. They examine aspects of the art industry, such as the preservation and conservation of artworks and exhibition spaces.

Tasks undertaken in Units 3 & 4

**Unit 3** Students choose an appropriate theme and develop an Exploration Proposal that defines their concepts, ideas and working methods. For the first semester they photographically explore their theme and produce a range of creative photo-shoots. They research two artists and analyse two artworks by each artists and consider ethical and legal issues artists’ face.

**Tasks:**
- Write a detailed Exploration Proposal outlining the focus of the student’s exploration
- Conduct photo-shoots and develop exploratory work based on the chosen theme
- Annotate edited work giving insight into ideas, materials & techniques used and aesthetics
- Research two artists and two artworks by each artist
- Analyse artworks using Formal Analysis and Interpretation
- Examine appropriation and legal and ethical issues facing artists
- Group work, class discussions, slideshows
- SAT 1 Visual Diary, written SAC

**Unit 4** Students develop and refine Potential Directions generated in Unit 3 to produce a cohesive folio of finished artworks. They skillfully manipulate materials and techniques to resolve ideas and aesthetic qualities. They investigate aspects of artists’ involvement in the art industry, such as the preparation, presentation and conservation of artworks and exhibition spaces. Students visit and report on at least two different exhibition spaces.

**Tasks:**
- Write a Focus Statement documenting any minor changes to the exploration process
- Refine ideas, materials and techniques and aesthetic qualities of the Potential Directions
- Annotate refinement and development in the Visual Diary
- Produce a folio of highly cohesive, expressive final artworks
- Reflect on finished artworks and write an evaluation document
- Visit different exhibition spaces and write a report
- Group work, class discussions, slideshows
- SAT 2 Visual Diary, written reports

**Appeals to students who:**
Are passionate about ideas and open to the possibilities of photography/ film. Can creatively explore a theme of their choosing for an entire semester. Wish to develop and refine their photography skills and expressive capabilities. Have an interest in investigating and learning form the work of other artists. Are willing to examine others and their own work to ascertain areas for improvement. Are able annotate the development of their ideas and processes

**Folio subject:** NO all practical work, including Visual Journal form an Explorative Folio.

**Materials/Technology used:**
Could include: Digital and analogue cameras, lighting/flash units, lenses, tripods, scanners, trigger release cables, Photoshop, inkjet printers, photographic papers, darkroom equipment etc

**If you have liked/enjoyed these studies/electives:** Studio Arts, Art, Vis Comm and Design, Fashion Design, Media, Performing Arts

**Typically leads to (University or TAFE courses, occupations):**
University and TAFE courses, e.g. Bachelor of Fine Art, Commercial Photographer, Artist, Photojournalist, Documentary Photographer, Freelance/ Magazine/ Travel/ Sports/ Wedding Photographer, Photographic Assistant, Film-maker, Curator, Art Historian, etc
Topics covered in Units 3 & 4:

**Unit 3:** This Unit focuses on the development of a design folio. Firstly students research, investigate and delve into a theme, which they choose. They then develop an Exploration Proposal. This is the focus of the semesters work. It is a written document. From here they research their theme looking at other artists as their inspiration. Designs are developed and eventually Potential Directions are selected.

**Unit 4:** Unit 4 sees the student moving on from the work begun in Unit 3. The Potential Directions are looked at in depth and a statement regarding their selection (Focus Statement) is written. Designs may then be further developed, or preferably the student moves into producing their chosen artworks.

The main focus of this study is TEXTILES the making, designing and development of. Costumes and garments can are used as the vehicle.

**Appeals to students who:**

- Love working with textiles.
- Making fabrics, garments/costumes, wearable art.
- Wanting to develop a folio for Fashion or Textile Design courses

**Typical tasks (eg. Prac reports, tests, essays, products etc.):**

- Folio based subject. Written component, Exploration Proposal, Focus Statement
- Research tasks, 3 in Unit 3 and 2 in Unit 4
- Written SAC based on research
- Designing, trialing processes and garments

**Folio subject:** Yes.
2 folios over the year plus a minimum of 2 major pieces of work in unit 4 and numerous trials in unit 3.

**Materials/technology used:**

- Laptops
- Sewing machines
- Fabrics, dyes, etc

**Texts used:**

- NONE

**Typically leads to (University and TAFE courses, occupations):**

Students develop a folio which can help them in the pursuit of a course in Fashion and Textiles design and development. Tafe, Degree or Diploma
Art offers students the freedom to explore ideas and concepts by investigating different methods of working and using aesthetic qualities. Student’s practical work is supported by the development of skills and knowledge in the analysis, comparison and interpretation of their artwork and the work of others. They research and give informed responses to issues in art.

**Tasks undertaken in Units 3 & 4**

**Unit 3:**

**Outcome 1** - focuses on the use of the Interpretative Frameworks to analyse and compare artworks produced pre 1970 with work produced post 1970.

**Tasks:**
- Research two artists and two artworks by each artist. Analyse the artwork using the Interpretative Frameworks. Compare and discuss artworks

**Outcome 2** - requires students to explore personal and/or conceptual ideas by producing a folio of work including at least one final work; and use the Analytical Frameworks to reflect upon and annotate their own work.

**Tasks:**
- Develop a Statement of Intention outlining the focus of the student’s artwork. Develop a body of explorative work that investigates different art practices, methods of working and use of aesthetic qualities. Produce one or more fully resolved artwork based on explorative work. Annotate and evaluate work giving insight into thinking, choice of art methods & aesthetics

**Unit 4:**

**Outcome 1** - focuses on the ability to discuss and debate an art issue using a selected artist/s and present an informed and personal opinion referencing the artworks.

**Tasks:**
- Research an art issue presented in an artist's work. Develop an informed understanding and response to an art issue.

**Outcome 2** focuses on the progressive development of a body of work on ideas and concepts stated and production of at least one final work; and use the Analytical Frameworks to reflect upon and annotate their own work.

**Tasks:**
- The continued development of a body of explorative work investigated the ideas outlined. The production of one or more fully resolved artwork based on the explorative work. The annotation and evaluation of students work giving insight into students thinking and choice of art methods and aesthetics.

**Appeals to students who:**
- Have a creative spirit and interest in art
- Wish to develop and refine their art skills and use of creative forms of expression
- Are willing to take risks and think outside the box
- Have an interest in art conceptual ideas and methods of working.
- Are willing to exam artists and their work to support and better understand their own artwork.
- Have a desire to be expressive and willingness to present their own thoughts and concepts
- Are willing to work collective to support own art practices.

**Folio subject:** YES all practical work, including Visual Journal form an Explorative Folio.

**Materials/Technology used:**

There are only time and cost limitation on the use of materials and techniques. Typically students will use tradition art techniques for example painting in different media, etching and other printing techniques use drawing material. Other student will use photography (digital and film), digital film techniques, garment and fabric design and construction. Students also work large scale on instillation and use a wide variety of 3D material like casting techniques.

**If you have liked/enjoyed these studies/electives:**


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

University and TAFE courser, e.g. Bachelor of Fine Art, Dip of Art/Visual Art, Graphic Artist/Designer, Conservator, Art Journalist Critic, Curator, Art Historian, Visual Arts, Theatre or Fashion Design, Industrial or Interior Design.
Studio Arts (General)

Topics covered in Units 3 & 4:

Unit 3: Studio production and professional art practices
- Students choose an area of personal interest and explore ideas based around this theme in a Visual Diary.
- They develop an Exploration Proposal that explains the concepts, ideas and the working methods that the student wants to explore.
- Students experiment with materials and techniques of their choice
- Students focus on the generation of a number of ideas leading to a range of potential directions for finished works of art.
- Students research and analyse artists and their work and artists rights.

Unit 4: Studio production and art industry contexts
- Students create a folio of finished artworks based around the potential directions identified in Unit 3.
- They write a reflective evaluation statement outlining their focus and the success of their artworks in relation to the communication of ideas set out in their Exploration Proposal in Unit 3.
- Students investigate aspects of artist's involvement in the art industry focusing on exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students visit and report on at least two different exhibition spaces.

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(e.g. prac reports, tests, essays, multimedia presentation)
- 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 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 according to students area of interest.

If you liked or enjoyed these studies/electives in the past.
- Art, Studio Arts, Visual Communication and Design

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.
Topics covered in Units 3 & 4:

Unit 3: Law-Making (Parliament Constitution, Courts)
Unit 4: Dispute Resolution (Courts and alternatives, Juries, Adversary System, Court procedures)

Appeals to students who like to:
- The law
- Justice
- Politics
- A subject with clearly defined knowledge

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- Reading, note-taking, answering questions from textbook
- Class discussion
- Group work
- Excursions to Barwon Prison, Courts and Remand Centres
- Guest speakers, including lawyers, police, politicians

Folio subject: No

Materials/technology used:
- Textbook
- Cases
- Podcasts
- Websites
- Videos
- Newspaper Articles

Texts used:
- Textbook (and above)

Typically leads to (University and TAFE courses, occupations):
- Bachelor of Arts/ Law
- Police Force
- Journalism
- Department of Justice
- Social Work
- Commerce/Business
Industry and Enterprise

**Topics covered in Units 3 & 4:**

**Unit 3: Enterprise Culture.** This unit focuses on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students’ exploration of the importance of Work-Related Skills.

**Unit 4: industry Change and Innovation.** Australian Industry is faced with ongoing pressures and opportunities for change: The role of government; international competitiveness; changing societal values; and environmental sustainability. In this Unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

**Appeals to students who:**
- Who wish to examine and experience their future career goals through work experience and research
- Gain an understanding of the world of work, the economy, world trade, the role of government and innovation in business
- VCAL students who want a VCE certification

**Typical tasks:**
- Work experience (one week)
- Excursions to industries
- Film Analysis
- Practical reports/practical tasks/teamwork projects
- Class debates on government policies

**Folio subject:** No

**Materials/ technology used:**
- Laptops
- Textbooks
- Facebook page for industry and Enterprise
- Newspaper Articles
- Youtube clips

**Texts used:**
- Textbook “Towards an Enterprising Australia”
- Course handouts
- Internet research
- VCAA past exams and Assessor Reports

**Typically leads to (University and TAFE course, occupations):**
- Apprenticeships – some students have been offered to apply for apprenticeships based on their work experience
- Various TAFE courses
- University (Business courses)
Business Management

Topics covered in Units 3 & 4:
Unit 3: Corporate Management of Large Scale Organisations
Unit 4: Managing People and Change

Appeals to students who:
- Work part time
- Are able to read, understand and apply concepts to case studies
- Want to do a practical subject that is useful for any occupation

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- Case study analysis, tests, factory visits, role plays and simulation of workplace situations, Youtube clip analysis, reading the daily newspaper, commenting on the Bus Man Yr 12 Facebook page updates, revision worksheets, past year exam solving, class discussions, web based research tasks, guest lectures, study of a change management issue and a specific organisation’s handling of change

Folio subject: No

Materials/technology used:
- Laptops
- Notes
- Coursework booklets
- StaffStudent share
- Practice exam booklets/Revision sheets/Case studies
- Newspaper reports
- Facebook page for Yr 12 Business Management
- Youtube clips
- ClickView educational clips

Texts used:
- Essential VCE Business Management- third edition—Somers, Cain, Jeffery
- VCAA Past exams and Assessor Reports

Typically leads to (University and TAFE courses, occupations):
- Wish to pursue Business studies, journalism, mass communication, media, public relations, advertising, human resource management, training and assessment, arts, fashion technology in University
- Do a TAFE course and wish to start their own business
- All occupations-gives a practical understanding of the work environment
HUMANITIES
SUBJECTS
Australian and Global Politics

Topics covered in Units 3&4:

Global Actors
- Global actors (key international organizations, e.g. UN)
- Power in the Asia-Pacific region (in particular China)

Global Challenges
- Ethical issues and debates (e.g. human rights and poverty)
- Crises and responses (e.g. conflict and economic instability)

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 (e.g. prac reports, tests, essays, multimedia presentations):
- 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

Folio subject: No

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
Health and Human Development

Topics covered in Units 3&4:

Australia’s Health
- Definitions and measurements of health
- Nutrition
- Australia’s health system
- Health issues (NHPAs)

Global Health and Human Development
- Definitions and measurements of development
- Influences on development
- Projects to reduce poverty and health issues
- Organisations involved in reducing poverty

Appeals to students who:
- Are health conscious
- Interested in nutrition and fitness
- Have an interest in global poverty and the health of populations

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Reading from the textbook and answering questions
- Engaging in class discussion
- Analysing statistics and graphs
- Watching clips and documentaries
- Conducting internet research

Folio subject: No

Materials/ Technology used:
- Textbook
- Computers / Internet
- Video clips

If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):
- Health
- PE
- Social Studies
- Home economics

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert IV Massage Therapy</td>
<td>Fitness instructor</td>
</tr>
<tr>
<td>Diploma of Sports Therapy</td>
<td>Paramedic</td>
</tr>
<tr>
<td>Bachelor of Health Science</td>
<td>Personal care worker</td>
</tr>
<tr>
<td>Bachelor of Applied Science</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Bachelor of Food and Nutrition</td>
<td>Nutritionist / Dietitian</td>
</tr>
<tr>
<td>Bachelor of Health and Health Promotion</td>
<td>Alternative medicine practitioner</td>
</tr>
</tbody>
</table>
Philosophy

Topics covered in Units 3 & 4:

Unit 3: Minds, Bodies and Persons
Unit 4: The Good Life

Appeals to students who like to:
- Read and analyse primary philosophical texts;
- Analyse definitions of key philosophical concepts;
- Offer justified critical responses to viewpoints and arguments;
- Formulate, explain and defend ideas in philosophical exchanges with others &
- Explore questions such as:
  What does it mean to live a Good Life?
  Is there some deeper reality behind the appearance of the everyday world?

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- reading and analysing philosophical texts
- text annotation and note taking
- class discussion
- personal reflective writing
- essay writing

Folio subject: No

Materials/technology used:
- Primary philosophical texts
- Podcasts
- Life experience
- Laptops

Texts used:
Minds and Bodies
- Plato: Phaedo
- Descartes: Meditations on The First Philosophy
- Armstrong: The Nature of Mind

Personal Identity
- Hume: A Treatise of Human Nature
- Locke: An Essay Concerning Human Understanding
- Santideva: The Bodhicaryavatara
- Buddhist Scriptures

The Good Life
- Plato: The Gorgias
- Aristotle: The Nicomachean Ethics
- Nietzsche: Beyond Good and Evil
- Singer: Famine, Affluence and Morality

Typically leads to (University and TAFE courses, occupations):
- Bachelor of Arts/ Law
- Teaching, journalism, advertising, consultancy, law
Unit 3
Exploring the historical suppression of Australian Indigenous culture through political policy-making, segregation, assimilation and integration policies.

Analysing Australian Indigenous response on the past and future direction of Aboriginal culture and ethnicity.

Exploring the factors and responses leading to the increase or suppression of international and national awareness of Australian Indigenous culture and ethnicity.

Exploring how cultural ethnicity in Australia is formed, particularly looking at groups within the ethnic diversity of Melbourne.

Analysing the impact of the Australian Human Rights Commission and Victorian Multicultural Commission.

Unit 4
Community: Exploring types and changes by and to communities in Australia, investigating how communities affect the social constructs within the institutions of family, education and the workplace.

Social Movements: Sociological concept of power, particularly looking at theories by Max Weber. Analysis of contemporary “movements” Australian’s are joining and comparison against historical movements.

Social Change: Analysis of social commentary on the social changes movements have had within Australia and the impact on communities.

Appeals to students who like to:
Explore questions such as:
- Why has society changed over time?
- What does the media say about our society and how reliable is it as a social barometer?
- What justifications can be given for social change in Australia?

Analyse definitions of key sociological concepts.
Offer justified critical responses to viewpoints and arguments through verbal and written analysis tasks.
Formulate, explain and defend independent ideas in sociological exchanges with others.

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- class discussion and group work
- reading and analysing texts, media reports and statistical evidence
- essay writing

Folio subject: No

Materials/ Technology used:
- Excerpts from Sociology Textbook (Textbook on booklist), Newspaper reports
- Media analysis of documentary, photographs and news reports
- ABS statistical data and sourcing empirical data

If you have liked or enjoyed these studies/ electives in the past:
English, History, Logic and Reasoning, Civics and Citizenship, Politics

Typically leads to (University or TAFE courses, occupations):
- Bachelor of Social/Political Sciences, Bachelor of Arts (Sociology)
- Teaching, journalism, welfare, youth studies, politics, research analyst
History-Revolutions

Topics covered in Units 3 & 4:

The same key questions are examined in both Revolutions however the focus in Unit 3 is on the French Revolution and in Unit 4 on the Russian Revolution.

Area of Study 1: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? What caused the breakdown of confidence in the old regime? Who were the key leaders, ideas, movements and events contributing to the revolutionary situation?

- For example in France, what role did the Enlightenment writers play in the French Revolution or how important was the public perception of Marie-Antoinette in bringing down the monarchy and did she really say 'let them eat cake'?
- For example in Russia, what role did the relationship between Rasputin and the Tsarina Alexandra play in destroying the last remnants of support for the Tsar?

Area of Study 2: Has the new ruling order been able to realize their original ideals and vision and at what cost? Have the subjects achieved a greater freedom and improvement of living?

- For example, in France, why did the new government respond with the Jacobin Terror to the difficulties they were encountering?
- For example in Russia, what role did Lenin and Trotsky play in saving the revolution and was their use of violence justifiable?

Appeals to students who like to:

Explore questions such as:

- How do I make sense of the world?
- How do I learn to understand not just what is said, but what is meant or inferred.
- How do I become more than just a passive observer of the world but seek answers to personal and societal problems.

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):

- Class based discussion
- Viewing documentary or film representations of the revolutions
- Reading and researching
- Note taking
- Analytical activities, essays and research reports

Folio subject: No

Materials/ technology used:

- Textbook and Readers (compiled articles and other references)
- Internet History Forum

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

- University courses such as Arts courses but also more practical courses where strong investigative and analytical skills are required such as Journalism.
French

Topics covered in Units 3 & 4:

Unit 3: History (20th Century), Arts (Film, Theatre, Art, Architecture), Literature, Environment (Pollution, Energy Sources, Global Warming, Natural Disasters, Saving the Planet) Social Issues (Poverty and Insecurity, Survival, Delinquency, Crimes, Drug Use and Trafficking, Justice, Cloning, Genetically Modified Products, Euthanasia, The Future)

Unit 4: Current Affairs (Women's Rights, Immigration, Riots, Racism, Multiculturalism, Intolerance, Festivals and Traditions), Culture, Music

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 A2 French Atouts
- Schaum's Outline to French Grammar 5th Edition
- Collins French Dictionary & Grammar

Typically leads to (University and TAFE courses, occupations):
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.
MATHEMATICS
SUBJECTS
Further Mathematics

Topics covered in Units 3 & 4:
Unit 3: Statistics (Core) and Module 2: Geometry & Trigonometry

Unit 4: Module 5: Networks and decisional mathematics and Module 6: Matrices and applications

Appeals to students who:
Are aware that Further Mathematics has now become the second largest subject taken at VCE level after English? Almost 70% of students study the subject. This is primarily due to the relevance of the subject content to so many University and TAFE Courses.

May be of benefit to if you are studying many other subjects such as Physics, Economics, Chemistry, Computing, Geography or Biology or if you are intending to study a science or engineering based course at University and TAFE. This subject is a prerequisite for a number of courses other than mentioned above. Check the VTAC guide.

Use it as a very useful support for many other qualifications, as well as being a sought after qualification for the workplace and courses in Higher Education.

Typical tasks (eg. Prac reports, tests, essays, products etc.):
Application and Analysis tasks, tests.

Materials/technology used:
Graphic Calculator

Texts used:
Cambridge Essential Further Mathematics

Typically leads to (University and TAFE courses, occupations):
Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Matrices and Networks are used in all Business Studies, IT and Marketing Courses and for everyday living skills. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that you will face in your future. Courses at University and TAFE require Further Mathematics include:

Mathematics
Engineering
Science
Computers
Accounting
Mathematical Methods (CAS)

**Topics covered in Units 3&4:**

**Functions and Relations**

We look at the wide variety of relationships that can exist between two variables. We look at how to graph and analyse these relationships.

**Calculus (Differentiation & Anti-differentiation)**

Change is an ever present phenomenon in our world. Calculus is one of maths most powerful tools that looks at change and importantly rates of change. Invented by the late, great Isaac Newton, calculus allows us to explore how things change and hence reliably predict what change will occur in a system when one of the variables is altered.

**Probability**

Chance is an ever present phenomenon in our world. We will study laws of probability that allow us to make predictions and informed judgements on the likely outcome of an event.

**Appeals to students who:**

- Enjoy and are good at maths
- Love order and logic and problem solving
- Love seeing the patterns and beauty in the world around us
- Love being able to check if the answer is right or wrong and giving your answer a big tick if is right.

**Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):**

- Book Exercises
- Tests and assignments
- Lots of Past Exams

**Folio subject:** No

**Materials/ Technology used:**

Graphics Calculator

Text book

**If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):**

- Maths
- Science
- Physics
- IT

**Typically leads to (uni or TAFE courses, occupations):**

- Science Degrees
- Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical/Chemical etc)
- Computer Science
- Business/Commerce Degrees
Specialist Mathematics

Topics covered in Units 3&4:

Vectors
Circular Functions
Calculus (Differentiation & Antidifferentiation)
Kinematics

Appeals to students who:

Love and are very good at Maths
Like and are good at Maths and are willing to work hard to get the ATAR bonus!

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):

Book Exercises
Tests and assignments

Folio subject: No

Materials/ Technology used:

Graphics Calculator and Text book

If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):

Maths
Science
Physics

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

Science Degrees
Engineering Degrees
(e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical/Chemical etc)
Computer Science
Business/Commerce Degrees
SCIENCE SUBJECTS
Physics

**Topics covered in Units 3&4:**

**Electric Power**
We study the operation of motors, generators, transformers, transmission lines etc.

**Motion**
We study many aspects of objects in motion including displacement, velocity, acceleration force, momentum, kinetic energy, potential energy, projectiles, collisions etc. We also include the motion of planets, satellites etc.

**Electronics & Photonics**
We study how to transmit information using light i.e. fibre optics. We study the operation of electronic components such as LEDs, Diodes, Light dependent Resistors, Photodiodes, Phototransistors etc.

**Materials and their use in structures**
We study how to design structures, like buildings and bridges, to be strong enough to withstand everyday forces. We look at how different materials have different properties like strength, elasticity, toughness, plasticity, ductility brittleness etc. We also look at how the shape of a structure affects its strength.

**Interactions of Light and Matter**
We study waves and particles and find that light can exhibit both wave and particle behaviour and possibly even stranger we find that matter e.g. a rock can exhibit wave and particle behaviour!

**Appeals to students who:**

- Liked Yr11 Physics
- Like Maths
- Like finding out how things work and the science behind physical phenomena

**Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):**

- Book Exercises
- Tests and Prac reports
- Lots of Past Exams

**Folio subject:** No

**Materials/ Technology used:**

- Scientific Calculator
- NEAP Smartstudy and Exam Guide
- Checkpoints

**If you have liked or enjoyed these studies/electives in the past (e.g. general science, photography etc):**

- Maths
- Science
- Physics
- Electronics

**Typically leads to (uni or TAFE courses, occupations):**

- Science Degrees
- Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical etc)
- Computer Science
Psychology

Topics covered in Units 3 & 4:

**Unit 3:** Sleep, consciousness, the brain and memory  
**Unit 4:** Learning, mental health, stress and phobias

Appeals to students who:

- Enjoy learning about other people and themselves  
- Are able to write in a scientific manner  
- Like investigating cognitive, affective (emotional) and behavioural phenomena

Typical tasks (eg. Prac reports, tests, essays, products etc.):

- Short answer and multiple choice tests  
- Evaluation of research conducted by other researchers  
- Empirical Research Assignments (E.R.A.’s)

Folio subject: No

Materials/technology used:

- Laptops  
- Notebooks  
- Text books

Texts used:

- Psychology VCE Units 3&4, 5th ed. Macmillan  
- Psych Notes Unit 3 (Not compulsory but recommended)  
- Psych Notes Unit 4 (Not compulsory but recommended)

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

- Clinical Psychology  
- Research Psychology  
- Sports Psychology  
- Social Work  
- Education  
- Counselling  
- Human Resources  
- Criminology
Biology

*Topics covered in Units 3 & 4:*

**Unit 3: Biochemistry** – cells, chemicals essential for life, enzymes, photosynthesis and respiration.
**Homeostasis** – maintaining body balance, the hormonal system, nervous system and immune system.

**Unit 4: Genetics** – DNA, genes, inheritance of genes, genetic technology.
**Evolution** – types of evolution, causes of evolution, evidence for evolution such as fossils, dating of fossils, human intervention in natural evolution

*Appeals to students who:*
- Want to relate biological theory to real-world situations and scenarios
- Have an interest in the human body and the ways in which it develops and functions
- Enjoy researching and learning about in depth body processes
- Have an interest in animals and their behaviours, adaptations and habitats
- Enjoy a challenge – this subject is very content heavy and moves at a fairly fast pace, so you need to be on top of your game all year
- Enjoy completing practical activities and writing practical reports
- Enjoy group work for practical activities and small class presentations

*Typical tasks (eg. Prac reports, tests, essays, products etc.):*
- Practical reports
- PowerPoint presentations
- Poster presentations
- Textbook questions
- Worksheets
- Group work/discussions
- LOTS of past exam questions

*Folio subject: No*

*Materials/technology used:*
- Laptops
- Films & Documentaries
- PowerPoints
- Worksheets & Activities
- Note taking
- Crafting (building models, creating posters etc…)

*Texts used:*
- Nature of Biology Unit 3&4 textbook
- Nature of Biology Unit 3&4 Practical manual
- ‘Biolnotes’ revision book for Units 3&4

*Typically leads to (University and TAFE courses, occupations):*
Bachelor of Science/Bachelor of Health Science/Bachelor of Biomedicine

Overview of subject: Continues on from year 11, investigating the elements that make everything on Earth, including you. Chemistry in year 12 experimentally analyses compounds, acids and bases, gases, batteries. The subject uses an experimental approach.

Outline of Units 3&4:
Unit 3: Instrumental Analysis, Chemical Pathways
Unit 4: Heat of Reactions, Equilibrium, Electrochemistry

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

Typical tasks:
- 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
INFORMATION TECHNOLOGY SUBJECTS
Overview of subject: develop computer skills that will make you a better student, more employable and extend you understanding of what software can do.

Outline of Units 3&4:

Unit 3: Web design, Database design

Unit 4: Spreadsheet Design, Networking Issues

Appeals to students who:

- enjoy using computer applications.
- plan to use computer applications in their career
- keen to improve their understanding of how computer applications can be used

Typical tasks

- skill development with software
- computer tasks with software packages, diagnostic tests
- multimedia presentations
- participation

Materials/ Technology used:

- Computers
- Internet
- On-line tutorials

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

- Client support
- Database administration
- Helpdesk operation
- Network administration
- Network engineering
- Spreadsheet administration
- Systems analysis and design
- Technical support
- Troubleshooting
- Web development
Information Technology (Software Development)

**Overview of subject:** develop computer skills that allow you write your own Apps. Create simple games using a programming language.

**Outline of Units 3&4:**

Unit 3: Analyzing information problems, design and development of Apps.

Unit 4: Purpose designed App solutions. Evaluating networks

**Appeals to students who:**

- enjoy using computer applications.
- plan to use computer applications in their career
- keen to improve their understanding of how computer applications can be used

**Typical tasks**

- skill development with software
- computer tasks with software packages, diagnostic tests
- multimedia presentations
- participation

**Materials/ Technology used:**

- Computers
- Internet
- On-line tutorials

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

- Client support
- Database administration
- Games development
- Helpdesk operation
- Network administration
- Network engineering
- Software development
- Systems analysis and design
- Technical support
- Troubleshooting
PRODUCT DESIGN & TECHNOLOGY SUBJECTS
Product Design and Technology (Fashion, Wood, Jewellery and Industrial Design)

Topics covered in Units 3 & 4:

Unit 3: Throughout the year you will be working with a client or end-user. Your client will give you all necessary information you will need to develop a Design Brief and ultimately a garment/product for them. In Unit 3 you will write a design brief, evaluation criteria, research, design, undertake materials and processes testing, select a preferred option and develop a work plan.

Unit 4: Unit 4 requires that you produce the chosen garment/product/s for your client. The garment/product/s will be completed in early September. In that time you develop your pattern then cut, join and sew your product using safe and correct processes to achieve a quality finished product.

Appeals to students who:
- Are interested in developing garment/jewellery/product making and designing skills
- Interested in following on to a tertiary study in the area of garment, textile, jewellery or industrial design and development
- Students wishing to develop a folio
- Interested in making furniture and jewellery

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- Written design brief, analytical assessment procedures
- Drawing and sketching skills
- Materials testings
- Product development

FOLIO SUBJECT: YES
Your folio is developed over the course of the year as well as a major production.

Materials/technology used:
- Laptops
- Industrial machinery and hand tools
- Portable power tools and some static machinery
- Sewing machines, overlockers etc

Texts used:
- Nelson. Product Design and Technology Units 3 & 4

Typically leads to (University and TAFE courses, occupations):
Apprenticeships, TAFE, Degree and Diploma courses
Food and Technology

**Topics covered in Units 3&4:**

Maintaining food safety in Australia, food preparation and processing - various cooking methods, practice of same (complex processes), food handling skills, nutritional values, developing a design plan, implementing a design plan (these two topics are studied alongside and form the basis of your SAT folio) and food product development (with an emphasis on new technology, new food products and functional foods which have been developed to meet the needs of consumer who have food allergies and intolerances).

**Appeals to students who:**

Are creative, would like to increase their cooking skills and who like to learn about why certain reactions occur (e.g. in food preparation). Although it is not a prerequisite to have studied Units 1 & 2, you should have at least basic cooking skills for entry into this subject. Also please note that there is an increased research/writing loading compared to Year 11 Food and Technology.

**Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):**

Practical productions (with accompanying reports). A variety of other tasks such as tests, multimedia presentations, research assignments and group work.

Folio work is carried out in the last part of Semester 1 and most of Semester 2.

**Folio subject:** YES (40% component of year’s work).

**Materials/ Technology used:**

Food Materials and related equipment. Photography (in that they will be involved in ‘styling’ and photographing food products on occasions). Computers.

**If you have liked or enjoyed these studies/electives in the past:**

Food & Technology Years 7-11, Hospitality, General Science, Art, Photography, Creative Writing.

**Typically leads to. (University and TAFE courses, occupations):**

Any occupation within Hospitality e.g. waiter, chef, cook, working in sales, hotel/bar work; or Home Economist, Dietician, Food processing technician/laboratory assistant, Environmental Health Officer, Child care worker, Journalist/Food Writer, Food & Technology Teacher, Nurse, Aged Care Worker – the list is limitless!
SENIOR VCAL
Senior VCAL

Overview:
As of 2014 students will no longer be able to achieve both a VCE certificate and a VCAL certificate in the same year. This means that if students choose to undertake a VCAL program, they must satisfactorily achieve all four of the below strands (Work-Related; Literacy, Industry and Personal Development strands). It is still possible to choose VCE subjects in relation to the Work-Related strands and Literacy strands, but if the student chooses this option, they must complete all the VCE assessment tasks (SACS) satisfactorily. It is recommended that students complete the end of the year exam but not required.

If a student is 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.

### VCAL Requirement

<table>
<thead>
<tr>
<th>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. This takes the form of a group project with a major focus on OH&amp;S skills.</td>
<td>VCAL</td>
<td>Work-Related Strands</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>Industry and Enterprise*</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>Industrial Design (Wood)*</td>
</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. Students begin the year working on a theme, followed by individual research topics and group projects. In 2013, topics included Graffiti and Street Art, developing a report card on schools, and individual projects ranged from video gaming, football, and airplanes to shoes.</td>
<td>VCAL</td>
<td>Senior Literacy</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>English*</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>Literature*</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>English Language*</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 Course</td>
<td>Any certificates 2, 3, 4 (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. In 2013, the project involved the students working together in teams in a community garden located within walking distance of the school</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 (e.g. prac reports, tests, essays, multimedia presentations):
- 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 to (uni or TAFE courses, occupations):
- TAFE course or apprenticeships

* See individual subject descriptions in this booklet.