ENGLISH SUBJECTS

(students must choose at least one)
**Subjects:** 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:**
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 White Tiger* by Aravind Adiga (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.
**SUBJECT:** English Language

*Topics covered in Units 3 & 4:*
Both units are studied within the framework of linguistics, including the five language subsystems: Phonology, Lexicon, Syntax, Discourse Analysis and Semantics.

**Unit 3:** Students use linguistics to analyse the language used in a broad range of informal and formal contemporary texts, including speeches, newspaper articles, business contracts, online chat forums, and casual spoken conversations. Students examine the unique features of written and spoken language, and learn to decode spoken language transcriptions. They investigate the social function of informal language features such as slang, and formal language features such as euphemisms and obfuscation.

**Unit 4:** Students investigate the unique features of Standard Australian English and the key varieties of English spoken in contemporary Australian society, including broad, standard, and cultivated Australian accents; migrant ethnolects; and Aboriginal Englishes. Students investigate the relationship between the way we speak and aspects of our values and identity, including national, cultural and ethnic identity, and gender, age, and class identity. Social attitudes towards language variation are also considered.

**Appeals to students who:**
- Have completed Units 1 and 2 English Language
- Can pick up new terminology with ease.
- Enjoy reading widely and being challenged by new knowledge
- Have an analytical mind,
- Are fascinated by language change, including new words and contemporary usage

**Typical Tasks:**
- Decoding spoken language transcriptions
- Analysing spoken and written texts including word choices, and sentence structures
- Writing expository essays on language variation, language and power, etc.
- Reading and discussing academic articles and language power points
- Group discussion and group work
- Independent research

**Folio subject:** No.

**Materials/technology used:**
- Laptops
- Academic articles, Newspaper articles, blog posts, websites, search engines.
- Mul ti modal presentations: podcasts, youtube clips, film, radio and television clips

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

**Typically leads to (University and TAFE courses, occupations):**
Languages and Linguistics, Journalism, Education (English teacher, English as an Additional Language teacher), Public Relations, Business and Marketing, Forensic Linguist, Interpreter/translator
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
- Weekly learning tasks on Poem and Short Story analysis
- 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:
- Mary and Max – animated film
- Jane Eyre – Charlotte Bronte (novel) and its film adaptation
- The Turn of the Screw – Henry James (novella)
- The Rip – Robert Drewe (short stories)
- Agamemnon - Aeschylus (play)
- Opened Ground – Seamus heaney (poetry)

TYPICALLY LEADS TO (University and TAFE courses, occupations):
Arts courses at TAFE and university
Journalism
Creative Arts
Performing Arts
PERFORMING ARTS SUBJECTS
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
Theatre 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. Prac 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, The Cat Empire, Nigel Westlake
**Unit 4:** Composition, Music Analysis, Listening skills, Modal Jazz, James Brown - Funk

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
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.
- Swinburne currently offer lessons on Drums, Guitar, Voice and Piano
- Swinburne subsidises the cost of instrumental lessons taken at school

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 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 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 Analysing 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
- Musition and Auralia
- 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
SUBJECT: Music Investigation (3 – 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
- Music Analysis & Research
- Composition

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

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Presentation on developed Focus Area
- Performance assessments
- Compositions (Folio task)
- Writing and analysis

Folio subject: YES

Materials/ Technology used:
- Personal instruments
- Recording software
- Music notation software
- Internet

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

Typically leads to ....(Uni or TAFE courses, occupations):
- Music courses of various levels (Certificate III to Bachelor's Degree)
- Musician
- Composer
- 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 3&4:

**PREREQUISITE:** STUDENTS MUST STUDY UNITS 1/2

- Mixing a song
- Recording a song
- Microphone placement
- Microphone selection
- Setting up a PA for Live performances

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
- 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
Music Performance (VET as VCE)

Overview of subject:
VET Music Performance provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group. Students are encouraged to expand on the music they already listen to, and investigate a variety of genres, artists, and eras of music in order to become more flexible musicians. While there is no strict theory component, classes will involve improving on general music knowledge, aural skills, reading charts, and developing their on-stage performance skills and endurance.

PREREQUISITE: Current instrumental lessons (Voice, Guitar, Bass, Piano, and Drums currently offered at Swinburne)

Outline of Units 3&4:
- Musician/Artist Research
- Improvisation & Stagecraft
- Group Performance

Appeals to students who:
- Enjoy playing music
- Enjoy improving their musical abilities
- Enjoy listening to and analysing music

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Performance Assessments
- Research Report
- Analysis and Performance Evaluations

Folio Subject: No

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

Materials/ Technology used:
- Personal instruments
- PAs
- Recording software
- Internet

Typically leads to (University or TAFE courses, occupations):
- Music courses of various levels (Certificate IV to Bachelor’s Degree)
- Musician
- Composer
- Music Teacher
VISUAL ARTS SUBJECTS
SUBJECT: Media

Topics covered in Units 3 & 4:

Unit 3: Narrative and Media Production
- **Narrative** Students study two popular and current feature films to learn how they are constructed to appeal to audiences.
- **Media production skills** Students work in media of their choice to develop skills that they will use in the completion of their production.
- **Media production design** Students create a design for a media production in a media form of their choice.

Unit 4: Media Process, Influence and Society’s Values
- **Media production** Students create the production they designed in Unit 3.
- **Media texts and society’s values** Students study popular media texts to determine what they reveal about the discourses and values of the society in which they were created and consumed.
- **Media influence** Students study communication theories and research applying these to different media forms, texts and issues that interest them such as film classification, computer games, social media, propaganda and television ratings.

Appeals to students who like to:
- Explore questions such as:
  - What is the relationship between the media and its audiences?
  - How are feature films and other media texts constructed? How are they read and interpreted by audiences?
  - Why are some media stories popular, what does this tell us about society?
  - How does the media really influence us to think or behave differently?
- Use media technologies to explore ideas and develop skills.
- Make media productions.

Typical tasks:
- Class discussion
- Viewing, reading and analysing media texts, ideas and debates
- Learning productions skills
- Planning and creating media productions

Folio subject: Yes Media is a fabulous mix of both theory and practice, as such it has a different folio requirement than other arts studies. Once the production design plan is completed in Semester One it is not developed further in Semester Two.

Materials/ Technology used:
- Students may work in whatever media form they choose. These include video production, animation, photography, print (magazine) production, radio, multimedia or students may create a production that crosses media boundaries.
- *Nelson Media VCE units 1-4* (same as in year 11) 3rd edition and ebook, 2012)
- Digital SLR and audio equipment (available from the library)
- Print design, digital photography and video editing software
- Online and social media

Typically leads to (or TAFE courses, occupations):
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.
- Bachelor of Arts, Fine Arts or Media production courses
- Teaching, journalism, advertising, media production in many fields
Subject: 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.
SUBJECT: Studio Art Photography

In Unit 3 students choose a theme to investigate photographically. They explore the theme’s conceptual possibilities, trial a range of techniques, equipment and materials and produce Potential Directions for final artworks to be completed in Unit 4. Students research and analyse artworks for meaning, use of materials and techniques and investigate 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 develop an Exploration Proposal that defines their concepts, ideas and working methods. They photographically explore their theme for the first semester and produce a range of creative photo-shoots. Students access the school’s photographic studio, lighting, different lenses, camera’s, Adobe Photoshop, tripods, scanners, 35mm film and the darkroom. They research and analyse two artworks by two artists.

Tasks:
- Write a detailed Exploration Proposal outlining the focus of the student’s exploration
- Conduct photo shoots and develop exploratory work based on their theme
- Annotate edited work giving insight into ideas, materials & techniques used and aesthetics
- Research and analyse artworks
- Examine appropriation and legal and ethical issues facing artists
- SAT 1 Visual Diary, written SAC

Unit 4 - Students develop and refine their Potential Directions (generated in Unit 3) and produce a cohesive folio of finished artworks. They skilfully manipulate materials and techniques and refine and resolve their ideas and aesthetic qualities. They investigate aspects of the art industry, such as the preparation and conservation of artworks and visit at least two different exhibition spaces.

Tasks:
- Write a Focus Statement documenting any minor changes to the exploration process
- Refine ideas and 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
- SAT 2 Visual Diary, written reports

Appeals to students who:
Are passionate about developing their ideas and refining their photography skills and expressive capabilities. Are open to the possibilities of photography/film. Have an interest in investigating and learning from the work of other artists. Are willing to examine others and their own work to ascertain areas for improvement. Are willing to annotate the development of their ideas and processes.

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

Materials/Technology used:
Include: Digital and analogue cameras, studio lighting/flash units, lenses, tripods, scanners, trigger release cables, Adobe 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
SUBJECT: Studio Arts - Textiles

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 be 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
SUBJECT: Art

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.
**SUBJECT:** Studio Arts

**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.
Legal Studies

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 and their own enterprising capabilities through a structured work experience.

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. They also explore the role of research and development in innovation and how Australian industry has innovated to achieve competitive success.

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
- Textbook
- Facebook page for Industry and Enterprise
- Newspaper Articles
- Youtube clips
- Webquests

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 and want to understand the world of work
- Are able to read, understand and apply concepts to case studies
- Want to do a practical subject that is useful for any occupation
- Want to pursue tertiary education in business and commerce

Typical tasks (eg. Prac reports, tests, essays, products etc.):
- Case study analysis, tests, factory visits, role plays and simulation of workplace situations, practical implementation of a manager’s role through a cook off in the BusinessChef Challenge, 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
SUBJECT: 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:
- PowerPoint displays
- Laptops
- Newspapers & magazine articles
- Video

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
SUBJECT: Health & 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):

Courses
- Cert IV Massage Therapy
- Diploma of Sports Therapy
- Bachelor of Health Science
- Bachelor of Applied Science
- Bachelor of Food and Nutrition
- Bachelor of Health and Health Promotion

Careers
- Fitness instructor
- Paramedic
- Personal care worker
- Physiotherapist
- Nutritionist / Dietitian
- Alternative medicine practitioner
- Doctor / nurse
SUBJECT: 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: Mediations 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
SUBJECT: Sociology

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
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 (uni 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.
SUBJECT: 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.
SUBJECT: 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
   Module 6: Matrices and applications

APPEALS TO STUDENTS WHO:
Did you know 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.

It is of benefit 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 VTAC guide.

It serves 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
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 & Antidifferentiation)
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 it 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
SUBJECT: 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
**SUBJECT:** 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
SUBJECT: 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
SUBJECT: 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 and 4

TYPICALLY LEADS TO (University and TAFE courses, occupations):
Bachelor of Science/Bachelor of Health Science/Bachelor of Biomedicine

SUBJECT: Chemistry

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 and 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
SUBJECT: 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 writing 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
SUBJECT: 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.

UNIT4: 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
SUBJECT: Food & 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…. (Uni or 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

Overview:
The Senior VCAL Certificate is designed for students who are interested in practical hands-on learning. It is designed for students who have demonstrated that they are able to work independently, in a team, and are self-motivated learners. Senior VCAL students are required to complete the compulsory strands of Literacy, Work-Related, Personal development and Numeracy. Additionally, VCAL students must complete an accredited Vocational Education and Training (VET) curriculum component as part of their VCAL program. The enrolment for the VET subject is completed separately to the enrolment for the VCAL program. Students may also choose to enroll in additional VCE subjects based on interest and ability.

## VCAL Requirement

<table>
<thead>
<tr>
<th>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. Students will be required to undertake research, planning, oral presentations as well as a ‘Structured Work Placement’.</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE</td>
<td>Work-Related Strands</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>Industry and Enterprise*</td>
<td></td>
</tr>
<tr>
<td>OR.</td>
<td>Any “Technology” subject, ie Wood Tech, Food Tech, etc*</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>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. Students are required to produce a range of writing presented in different forms, participate in oral presentations and ‘teach’ their own instructional class.</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE</td>
<td>Senior Literacy</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>English*</td>
<td></td>
</tr>
<tr>
<td>OR.</td>
<td>Literature*</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>English Language*</td>
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</tr>
</tbody>
</table>

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<tr>
<th>Industry Strands – Students choose a VET certificate in an area they are interested in pursuing a career in the future. (refer to the IMVC VET Handbook for further information)</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET</td>
<td>Any certificates 2, 3, 4 (please note Cert 3&amp;4 usually have a prerequisite of a Cert 1&amp;2)</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Personal Development Strands – students develop and consolidate a range of personal skills through their work in community projects. An important and critical component is working in teams, planning and managing resources, oral presentations and coordinating a major event.</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE</td>
<td>Foundation Maths</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>General Maths</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Numeracy Strands – if students have not successfully completed a numeracy/maths unit at a VCE/VCAL level prior to enrolling in the Senior VCAL program, they will be required to complete one Unit of Maths. The choice of Maths will be dependent on timetabling constraints.</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE</td>
<td>Foundation Maths</td>
<td></td>
</tr>
<tr>
<td>VCE</td>
<td>General Maths</td>
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</tr>
</tbody>
</table>

* Please note – with a number of subjects, students may be able to choose a VCE alternative instead. This is dependent on a number of factors including timetabling constraints, recommendations from teachers and class sizes. It is important to note that when choosing a VCE subject to replace a VCAL subject that the VCE policies and procedures for that subject apply. This means students must complete all SACs in order to gain the credit needed to satisfactorily meet the requirements for the VCAL certificate.

### 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
- Work well in a team

### TYPICAL TASKS (e.g. prac reports, tests, essays, multimedia presentations):
- Practical activities
- Teamwork
- Discussions
- Excursions
- Oral presentations
- Research

### FOLIO SUBJECT: N

### 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