ENGLISH
SUBJECTS
(students must choose at least one)
Subject: English

Topics covered in Units 3&4:

Unit 3 Outcomes
Reading and Creating Texts: The White Tiger by Aravind Adiga and the second text is yet to be confirmed.
1. Students develop and justify their own detailed interpretation of the novel
2. Students present sustained creative responses to the second text (TBC).

Analysing Argument:
Students develop written and spoken critical analyses of the use of argument in a variety of texts.

Unit 4 Outcomes
Reading and Comparing Texts: Tracks, Robyn Davidson and Into the Wild, dir. Sean Penn.
Students explore the meaningful connections between the two texts. Students will explore the similarities and differences between the two texts and produce a detailed written comparative analysis.

Presenting Argument:
Students will construct a sustained and reasoned point of view on an issue currently debated in the media and present it orally to their classmates.

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.

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 White Tiger, Aravind Adiga (novel)
- Tracks, Robyn Davidson (non-fiction)
- Into The Wild, dir. Sean Penn (film)
- Unit 3 Creating and Presenting Text to be confirmed.

Typically leads to (University and TAFE courses, occupations):
- 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.
- Strong written and verbal communication skills are required for success in any field you choose to pursue.
Subject: Literature

Topics covered in Units 3&4:

Unit 3 Outcomes
Form and transformation
  - Adaptations and transformations
  - Creative responses to texts

Unit 4 Outcomes
  - Literary perspective
  - 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:
  - 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 50 marks of the 100 for Unit 3.

Materials and technology used:
  - Laptops, Books and pens
  - An open, enquiring mind

Texts used:
  - Agamemnon, Aeschylus (play)
  - Baron in the Trees, Italo Calvino, in Our Ancestors (novella)
  - Heart of Darkness, Joseph Conrad (novel)
  - Opened Ground, Seamus Heaney (poetry)
  - Dark Roots, Kate Kennedy (Australian short stories)

Typically leads to (University and TAFE courses, occupations):
  - Arts courses at TAFE and university, Journalism, Creative Arts, Performing Arts
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: What makes language informal and formal? We analyse a range of written and spoken text types of the features that contribute to a text’s (in)formality in relation to the context (e.g., audience, setting, subject matter) and social purpose of these texts.

Unit 4: What are the different varieties of English in Australia? How did these emerge and how do they signal identity and affiliation to different groups in Australian society? This involves the analysis of Standard and non-standard forms of language varieties and their features, such as 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:

- Websites
- Muliti modal presentations: podcasts, interviews, film, television programmes
- Handouts (including a bound Reader in Unit 4

Texts used:

VCE English Language Unit 3 & 4 Living Lingo

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
PERFORMING ARTS SUBJECTS
Subject: Drama

Topics covered in Units 3&4:

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.

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 and 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 and 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
Subject: Theatre Studies

Topics covered in Units 3&4:

Unit 3 Outcomes
Play Production Process, Stagecraft Application and Theatrical Analysis

Unit 4 Outcomes
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:
- 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 and 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
Subject: 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 Outcomes
Composition, Music Analysis, Listening skills, The Cat Empire, Nigel Westlake

Unit 4 Outcomes
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:
- Folio of compositions
- Analysing songs and Genre's

Folio subject: Yes

Materials and 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
Subject: Instrumental Lessons

Overview of Subject:

- Students who study Music Performance or investigation must have instrumental lessons.
- These can occur with a private teacher or with the school teachers.
- Swinburne currently offer lessons on Drums, Guitar, Voice and Piano
- Swinburne subsidises the cost of instrumental lessons taken at school

Topics covered in Units 3&4:

Unit 1&2 Outcomes
Learning songs, improving technical skills

Unit 3&4 Outcomes
Learning songs, improving technical skills

Appeals to students who:
- Enjoy learning an instrument

Folio subject: No

Typical Tasks:
- Learning songs
- Practicing technical skills

Materials and technology used:
- Instrument
- Soul

Typically leads to (University and TAFE courses, occupations):
- Musician
- Music Teacher
- Bachelor of Music (Performance)
- Music courses of various levels (Cert III to Degree)
Subject: 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 Outcomes
Music Performance, Technical skills, Musicianship

Unit 4 Outcomes
Music Performance, Technical skills, Musicianship

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

Typical Tasks:
- Regular performances
- Technical work
- Power point presentations
- Worksheets

Folio subject: No

Materials and 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

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:
- Presentation on developed Focus Area
- Performance assessments
- Compositions (Folio task)
- Writing and analysis

Folio subject: Yes

Materials and 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 (University and TAFE courses, occupations):
- Music courses of various levels (Certificate III to Bachelor's Degree)
- Musician
- Composer
- Music Teacher
Subject: Music Technology (VET)

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.

Prerequisites: STUDENTS MUST STUDY UNITS 1/2

Topics covered in Units 3&4:

Unit 3&4 Outcomes
- 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:
- Mixing
- Composing Music
- Recording
- Performance
- Analysing songs and genre's

Folio Subject: No

Materials and technology used:
- Logic pro
- Microphone
- Instruments
- Internet

Typically leads to (University and 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
Subject: Music Performance (VET as VCE)

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.

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

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

**Unit 3&4 Outcomes**
- 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:**
- 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 and technology used:**
- Personal instruments
- Pas
- Recording software
- Internet

**Typically leads to (University and 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 Outcomes

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 select and work in media form of their choice to develop skills that they will use in the completion of their production. Media forms include: video, sound, animation, photography, print, or convergent media
- **Media production design** Students create a design for a media production in the media form of their choice.

Unit 4 Outcomes

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:

- Explore questions such as:
  1. What is the relationship between the media and its audiences?
  2. How are feature films and other media texts constructed? How are they read and interpreted?
  3. Why are some media stories popular, what does this tell us about society?
  4. How does the media really influence us to think or behave differently?
- Use media technologies to explore ideas and develop skills.
- Make 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 it is not developed further in Semester Two. Students create the product they designed and annotate their plan.

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

Materials and 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 cameras and audio equipment (available from the library)
- Print design, digital photography and video editing software
- Online and social media

Typically leads to (University and TAFE courses, occupations):
- Bachelor of Arts, Fine Arts or Media production courses
- Teaching, journalism, advertising, media production in many fields

Many students undertake Media to learn more about their own media consumption and to develop practical skills that they can use for creating and publishing media productions in their daily lives.


Subject: Visual Communication Design

Topics covered in Units 3&4:

Unit 3 Outcomes: 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 Outcomes: 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:

- Are 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.

- 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 and 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 (University and 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: Art

Art offers students the freedom to explore their own ideas in a range of different ways and working methods. Students choose their own theme/focus, which can shift with the development of their art process. They develop and refine their techniques and skills to produce finished artworks throughout the year that convey their ideas.

Tasks undertaken in Unit 3: Artworks, ideas and values

Outcome 1 – Students use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

Outcome 2 - Students use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the development and refinement of their artistic practice in their visual diary.

Tasks undertaken in Unit 4: Artworks, ideas and viewpoints

Outcome 1 - Students study artworks and develop personal points of view. They examine and analyse art issues and use evidence to support their own viewpoints.

Outcome 2 - Students continue to build upon the ideas and concepts begun in the visual diary in Unit 3. At the end of this unit, students present a body of work and at least one finished artwork with documentation of their artistic practice.

Units 3 & 4 School-Assessed Task (SAT): 60 per cent
Unit 3 School-assessed Coursework (Sac): 5 per cent
Unit 4 School-assessed Coursework (Sac): 5 per cent
End-of-year examination: 30 per cent

Appeals to students who:

• Want to express their thoughts/feelings and have some aptitude for the creative arts
• Want flexibility with their theme/focus and the option of thematic progression
• Want to be able to create final artworks at any point during the study
• Want to develop and refine their art skills and use of creative forms of expression
• Are interested in the ways other artists create work and explore ideas
• Are willing to think ‘outside the box’ to invent, explore & expand their visual vocabulary

Folio subject: YES - all work in the Visual Journal & final artworks form an Exploratory Folio.

Materials/Technology used: Students can work with any art material/technique, e.g. painting in many different media, printmaking, drawing, sculpture, photography (digital, film, video), garment and fabric design, large scale installations, assemblage, performance art, mixed media etc

If you have liked/enjoyed these studies/electives: Art, Studio Arts, Vis Com & Design, Fashion Design, Design Technology, Media, Performing Arts.

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

University and TAFE courses, e.g. Bachelor of Fine Art, Diploma of Art/Visual Arts, Employment as an Artist, Graphic Artist/Designer, Curator, Art Historian, Visual Arts teacher, Theatre or Fashion Design, Industrial or Interior Design, Conservator, Art Journalist, Critic
SUBJECT: Studio Art Photography

Students decide their own theme and explore it in a range of different ways. They trial different techniques, equipment and materials and develop their ideas to produce Potential Directions for final artworks to be completed in Unit 4. In Unit 4 they develop and refine these Potential Directions to produce a cohesive folio of finished artworks.

Tasks undertaken in Unit 3: Studio practices and processes

Students develop an Exploration Proposal that defines their concepts, ideas and working methods. They photographically explore their theme/ideas and produce a range of Potential Directions for final artworks. They document their working process in the visual diary. Students research and analyse two artworks by two artists from different historical and cultural contexts.

In Unit 4: Studio practice and Art Industry contexts

Students develop and refine the Potential Directions generated in Unit 3 to produce a cohesive folio of finished artworks. They skillfully 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.

Units 3 & 4 School-Assessed Task (SAT): 60 per cent
Unit 3 School-assessed Coursework (Sac): 5 per cent
Unit 4 School-assessed Coursework (Sac): 5 per cent
End-of-year examination: 30 per cent

Appeals to students who:

- Are willing to learn about camera functions and a range of photographic techniques
- Want to choose their own theme/ concept/ area of investigation
- Want to explore a range of possibilities before beginning work on final artworks
- Want to develop and refine their photographic skills and creative forms of expression
- Are interested in looking at how other artists create work and explore ideas
- Are open to discovery and invention and willing to explore & expand their skills and ideas

Folio subject: YES - all work in the Visual Journal & final artworks form an Exploratory Folio.

Materials/Technology used: In Studio Arts Photography, students can use a wide range of photographic equipment such as: Digital and analogue cameras, the school studio including studio lighting/ flash units, tripods, reflectors, soft boxes, backdrops, different lenses, scanners, Adobe Photoshop, inkjet printers, photographic papers, darkroom equipment, enlargers, filters, film – but also wider art materials i.e. painting, drawing, sculpture etc.

If you have liked/ enjoyed these studies/ electives: Studio Arts, Art, Vis Com & Design, Fashion Design, Design Technology, Media, Performing Arts.

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

University and TAFE courses, e.g. Bachelor of Fine Art/Photography, Commercial Photography, Employment as an Artist, Photojournalist, Documentary Photographer, Freelance/ Magazine/ Travel/ Sports/ Wedding Photographer, Photographic Assistant, Film-maker, Curator, Art Historian, Critic etc.
SUBJECT: Studio Arts

Topics covered in Units 3 & 4:

Unit 3: Studio practices and processes

Students choose an area of personal interest and explore ideas based around this theme in a Visual Diary. They develop an Exploration Proposal and work plan that explains the concepts, ideas and the working methods that the student wants to explore and a time line for the completion of this. 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 from different historical and cultural contexts.

Unit 4: Studio practice and art industry contexts.

Students create and present 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 the Art/ Design area

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

keeping a Visual Diary/journal to detail progress in the development of ideas and artworks, exploring ideas, class discussions, 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):
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.
Subject: Legal Studies

Topics covered in Units 3&4:

Unit 3 Outcomes
Law-Making (Parliament Constitution, Courts)

Unit 4 Outcomes
Dispute Resolution (Courts and alternatives, Juries, Adversary System, Court procedures)

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

Typical Tasks:
- 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 and 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
Subject: Industry and Enterprise

Topics covered in Units 3&4:

Unit 3 Outcomes: 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 Outcomes: 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 and 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 courses, occupations):
- Apprenticeships – some students have been offered to apply for apprenticeships based on their work experience
- Various TAFE courses
- University (Business courses)
Subject: Business Management

Topics covered in Units 3&4:

Unit 3 Outcomes
Managing a Business

Unit 4 Outcomes
Transforming a Business

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:
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 Business Chef 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, attending exam preparation lectures

Folio subject: No

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

Texts used:
- Cambridge VCE Business Management—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
Subject: Australian and Global Politics

Topics covered in Units 3&4:

Unit 3&4 Outcomes

Global Actors
- Key international groups such as the UN, IMF and Transnational Corporations
- China’s rising economic and political power and the issues it confronts

Global Challenges
- Ethical issues regarding human rights and poverty
- Conflict and terrorism, including Syria, al Qaeda and North Korea

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

Typical Tasks:
- Engaging in debate and discussion
- Notetaking
- Writing arguments and responding to questions / prompts
- Reading material such as newspaper & journal articles
- Watching news clips and documentaries
- Conducting internet research

Folio subject: No

Materials and 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 (University and 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
Topic: Health & Human Development

Topics covered in Units 3&4:

Unit 3&4 Outcomes

Australia’s Health
- Definitions and measurements of health
- Nutrition
- Australia’s health system
- Major diseases affecting Australians

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:
- Reading from the textbook and answering questions
- Engaging in class discussion
- Analysing statistics and graphs
- Watching clips and documentaries

Folio subject: No

Materials and 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
- Physical Education
- Social Studies
- Home economics

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

Course:
- 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 Outcomes
Minds, Bodies and Persons

Unit 4 Outcomes
The Good Life

Appeals to students who:
- 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:
- reading and analysing philosophical texts
- text annotation and note taking
- class discussion
- personal reflective writing
- essay writing

Folio Subject: No

Materials and 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**

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

**Unit 3 Outcomes: Culture & Ethnicity**

**Outcome 1 – Australian Indigenous Culture**
- Exploring the historical suppression of Australian Indigenous culture through political policy-making, segregation, assimilation and integration policies.
- Analysing Australian Indigenous responses on the past and future direction of Aboriginal culture and ethnicity within Australia.
- Exploring the factors and responses leading to the increase or suppression of international and national awareness of Australian Indigenous culture and ethnicity.
- Discussing how non-Indigenous cultural ethnicity in Australia is formed, particularly looking at groups within the ethnic diversity of Melbourne.

**Outcome 2 – Ethnicities**

- Exploring the historical suppression of Australian Indigenous culture through political policy-making, segregation, assimilation and integration policies.
- Analysing Australian Indigenous responses on the past and future direction of Aboriginal culture and ethnicity within Australia.
- Exploring the factors and responses leading to the increase or suppression of international and national awareness of Australian Indigenous culture and ethnicity.
- Discussing how non-Indigenous cultural ethnicity in Australia is formed, particularly looking at groups within the ethnic diversity of Melbourne.

**Unit 4 Outcomes: Community, Social Movement & Social Change**

**Outcome 1 – Communities**
- Community: Examining sociological theories about the emergence of different types of communities. Exploring types and changes by and to communities in Australia, investigating how communities affect the social constructs within the five main institutions of society.

**Outcome 2 – Social Movement & Social Change**
- 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:**
- Explore questions such as:
  1. Why has society changed over time?
  2. What does the media say about our society and how reliable is it as a social barometer?
  3. What justifications can be given for social change in Australia?
- Analyse definitions of key sociological concepts and review sociological theories
- Offer justified critical responses to viewpoints and arguments through verbal and written analysis tasks and learning how to write in the sociological writing standard.
- Formulate, explain and defend independent ideas in sociological exchanges with others and in written tasks.

**Typical Tasks:**
- Class discussion, group work, individual study, self-directed learning
- Reading and analysing sociological theory (textbook), media reports, news reports and statistical evidence
- Essay writing, short answer and long answer questions, comprehension tasks

**Folio subject:** No

**Materials and technology used:**
- Sociology Textbooks, newspaper articles, ABS data
- Media analysis of documentary, photographs and news reports

**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 and TAFE courses, occupations):**
- Bachelor of Social/Political Sciences, Bachelor of Arts (Sociology)
- Teaching, journalism, welfare, youth studies, politics, research analyst
Subject: History Revolutions

Topics covered in Units 3&4:

Unit 3 Outcomes: French Revolution
Area of Study 1: Causes of the Revolution. What were the significant causes of the revolution? How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

- 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?

Unit 4 Outcomes: Russian Revolution
Area of Study 2: Consequences of the Revolution. How did the consequences of revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

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

Typically leads to (University and 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 Outcomes
Youth Culture, What is Important in Life, Technology, Fashion, Sport- Extreme Sports & Leisure Activities, Health & Diet, Smoking, Food, Celebrity Life, Reality Television

Unit 4 Outcomes

Detailed Study: The reflection of life shown through French song
(Les reflets de la vie dans la chanson française)

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

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 and technology used:
- Laptops
- Internet
- Ipad and Iphone
- Television and CD/DVD Player
- French Magazines and Resources
- Realia

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

Typically leads to (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 to 10) prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Undertaking Unit 4.
MATHEMATICS SUBJECTS
Subject: Further Mathematics

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

**Unit 3 Outcomes: Core Data Analysis and Recursion and Financial Modelling**
This includes:
- Displaying and summarising data,
- Investigating the association between two variable
- Regression lines
- Data transformation
- Modelling time series
- Modelling growth and decay
- Modelling and analysing loans and annuities

**Unit 4 Outcomes**

**Module 2: Networks and decisional mathematics**
This includes:
- Graphs, networks and trees: travelling and connecting problems
- Flow, matching and scheduling

**Module 1: Matrices and applications**
This includes:
- Matrix arithmetic
- Binary, permutation, communication and dominance
- Inverse matrices, solving simultaneous equation
- Transition matrices and their 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:**
Application and Analysis tasks, tests.

**Materials and technology used:**
Graphic Calculator   Ti Nspire CAS

**Texts used:**
Cambridge Essential Further Mathematics Unit 3 & 4

**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
Subject: Maths Methods (CAS)

Topics covered in Units 3&4:

Unit 3 Outcomes

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.

Unit 4 Outcomes

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 is right.

Typical Tasks:

Book Exercises, Tests and assignments, Lots of Past Exams

Materials and technology used:

Graphics Calculator, Text book, Brain

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

Maths, Science, Physics, IT

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

- Science Degrees
- Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical/Chemical etc.)
- Computer Science
- Business/Commerce Degrees
Topics covered in Units 3&4:
Unit 3&4 Outcomes
- 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:
- Book Exercises
- Tests and assignments

Folio subject: No

Materials and 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 (University and 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:*

**Unit 3 Outcomes**

**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.

**Unit 4 Outcomes**

**Electric Power**
We study the operation of motors, generators, transformers, transmission lines 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:**
- Book Exercises, Tests and Prac reports, Lots of Past Exams

**Materials and technology used:**
- Scientific Calculator, NEAP Smartstudy and Exam Guide, Checkpoints

**If you have liked/enjoyed these studies/electives in the past:**
Maths, Science, Physics, Electronics

**Typically leads to (University and 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 Outcomes
Stress and the nervous system, learning and memory.

Unit 4 Outcomes
States of consciousness and sleep, mental health, phobias.

Appeals to students who:
- Like sciences
- Enjoy reflecting on the underlying causes of thought, feelings and behaviours
- Enjoy writing in a scientific manner

Typical Tasks:
- Taking board notes
- Working from the text book
- Small group work
- Research activities

Materials and technology used:
- Laptop
- Textbook
- Edrolo (school subscription)

If you have liked/enjoyed these studies/electives in the past:
- Science
- Year 10 or 11 Psychology
- Sociology
- Humanities

Typically leads to (University and TAFE courses, occupations):
- Clinical Psychologist
- Research Psychologist
- Education
- Human resources
- Marketing
- Management
**Subject: Biology**

*Topics covered in Units 3&4:*

**Unit 3 Outcomes**

*Cellular processes* – chemicals essential for life, genes controlling cell actions, enzymes, photosynthesis and respiration.

*Cellular communication* – signalling molecules, antigens and cell markers, the immune response and developing immunity.

**Unit 4 Outcomes**

*Relatedness of species* – changes in genetic make up, types and causes of evolution, evidence for evolution such as fossils and changes in the human population over time

*Human impact on biological processes* – laboratory manipulation of DNA, gene cloning, rational drug design

*Extended practical investigation and scientific poster development*

**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:**

- Practical reports
- PowerPoint presentations
- Poster presentations
- Textbook questions
- Worksheets
- Group work/discussions
- LOTS of past exam questions

**Materials and 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
- ‘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

**Medicine:** Doctor, Surgeon, Dentist, Dental Therapist, Nurse, Paramedic, Health

**Science:** Physiotherapist, Chiropractor, Animal Studies: Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker

**Environmental Studies:** Researcher, Meteorologist, Botanist, Astronomer
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.

Topics covered in Units 3&4:

Unit 3 Outcomes
Instrumental Analysis, Chemical Pathways

Unit 4 Outcomes
Heat of Reactions, Equilibrium, Electrochemistry.

Typical Tasks:
- practical reports,
- diagnostic tests,
- multimedia presentations,
- participation

Materials and technology used:
- Chemicals
- Glassware
- Burners
- Distillation equipment

Typically leads to (University and 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
Subject: Informatics

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

Topics covered in Units 3&4:
Data Analytics – drawing conclusions

Unit 4 Outcomes
Data Analytics – presenting the findings, Information management

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 and technology used:
- Computers
- Internet
- On-line tutorials

Typically leads to (University and 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.

Topics covered in Units 3&4:

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

Unit 4 Outcomes
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 and technology used:
- Computers
- Internet
- On-line tutorials

Typically leads to (University and 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 & Technology – Fashion, Wood, Jewellery and Industrial Design**

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

**Unit 3 Outcomes**
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 Outcomes**
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:**
- 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 and 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 Studies

Topics covered in Units 3&4:

Unit 3 Outcomes
Food in daily life: The science of food; Food choice, health and wellbeing.

Unit 4 Outcomes
Food issues, challenges and futures: Environment and ethics; Navigating food information- students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets.

Appeals to students who:
- Would like to explore the world of food.
- Appreciate the meaning of food in daily life.
- Want to understand food, health and well-being and how they are interrelated.
- 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/investigative work and writing load compared to Year 11 Food and Technology.

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

Folio subject: No

Materials and technology used:
Food Materials and related equipment. Photography (in that students 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, General Science, Art, Photography.

Typically leads to (University and TAFE courses, occupations):
Home Economist, Dietician, Food processing technician/laboratory assistant, Food Manufacturing, Environmental Health Officer, Journalist/Food Writer, Food & Technology Teacher, Nurse, Care Worker, jobs in hospitality – the list is limitless!

At this stage there is not a recommended text book. To Be Advised.
Subject: Senior VCAL

The Senior VCAL Certificate is designed for students who are interested in practical hands on option for 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 enrol in additional VCE subjects based on interest and ability.

### VCAL Requirement

<table>
<thead>
<tr>
<th>VCAL Requirement</th>
<th>Level</th>
<th>Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. 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’.</td>
<td>VCAL</td>
<td>Work-Related Strands</td>
</tr>
<tr>
<td></td>
<td>OR..</td>
<td>Industry and Enterprise*</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>Any “Technology” subject, ie Wood Tech, Food Tech, etc.*</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. Students are required to produce a range of writing presented in different forms, participate in oral presentations and ‘teach’ their own instructional class.</td>
<td>VCAL</td>
<td>Senior Literacy</td>
</tr>
<tr>
<td></td>
<td>OR..</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. (refer to the IMVC VET Handbook for further information)</td>
<td>VET Course</td>
<td>Any certificates 2, 3, 4 (please note Cert 3&amp;4 usually have a prerequisite of a Cert 1&amp;2)</td>
</tr>
<tr>
<td>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.</td>
<td>VCAL</td>
<td>Personal Development</td>
</tr>
<tr>
<td>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.</td>
<td>VCE</td>
<td>Foundation Maths</td>
</tr>
<tr>
<td></td>
<td>VCE</td>
<td>General Maths</td>
</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:
- 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:
- Practical activities
- Teamwork
- Discussions
- Excursions
- Oral presentations
- Research Participation in classroom discussion, Textual response essays
- Oral presentations, Creative responses, Writing Exercises, Textual Analysis

Folio Subject: No

Materials and technology used:
Range of materials from materials used in practical activities, to class based handouts, videos, guest speakers etc.

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