SWINBURNE SENIOR SECONDARY COLLEGE

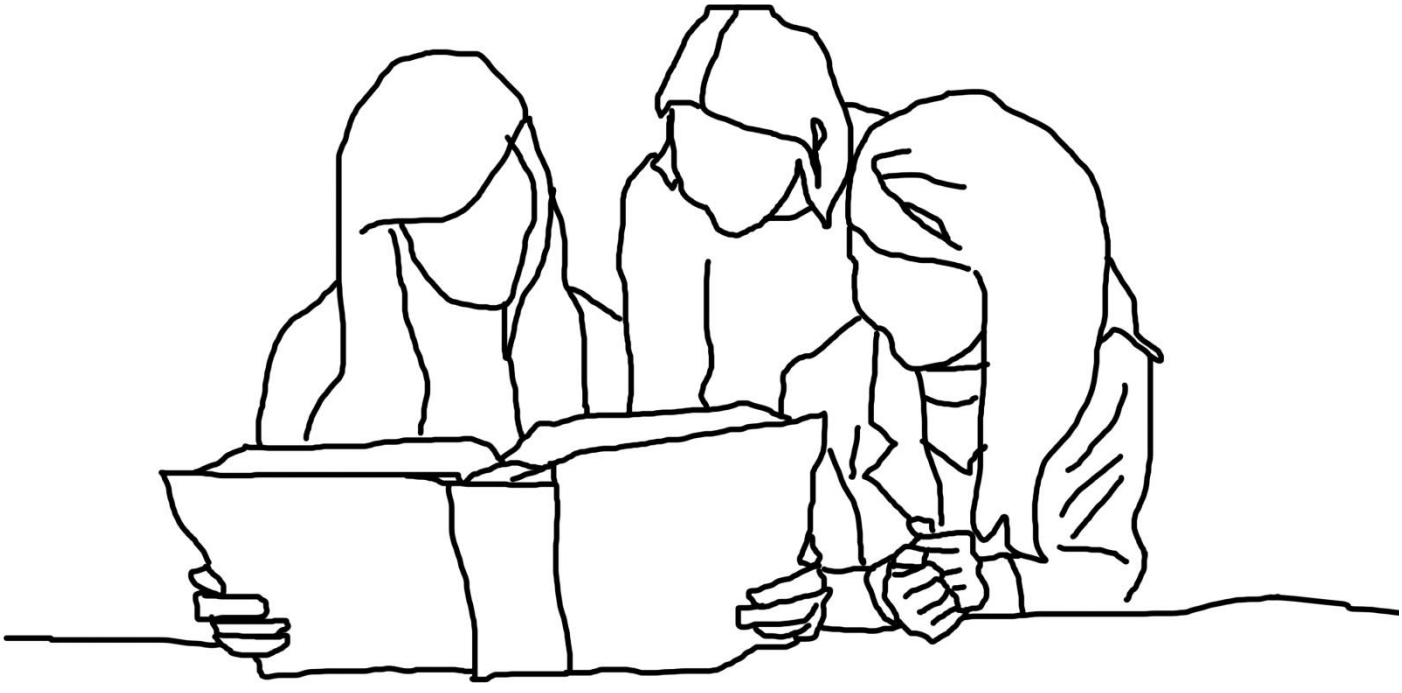
2018

YEAR 11 SUBJECT DESCRIPTIONS

SWINBURNE

ENGLISH SUBJECTS

(students must choose at least one)



English

Overview of subject:
In English we read and discuss our understanding of a diverse range of texts such as fictional stories, films, speeches, news reports, plays and images. We write about the texts in a variety of essay styles.

Outline of Units 1 & 2:
Unit 1 & 2: Learning the skills to evaluate, discuss and explore texts.
Writing creative, persuasive and analytical responses to aspects in texts.
Comparing aspects of different texts.
Using language to persuade to present and explore a point of view.

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

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

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

TEXTS
Year 11
- Editorials, Opinion pieces and letters to the editor
- 'The Catcher in the Rye' by JD Salinger
- 'The Thing Around Your Neck' by Chimamanda Ngozi Adichie
- Other texts to be confirmed

Year 12
- Editorials, Opinion and letters to the editor
- Texts: "The White Tiger", "Tracks" and other text TBC
- Film: "Into the Wild"

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

English Language

Overview of subject:

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

Outline of Units 1&2:

Unit 1: Language and communication
Unit 2: Language change

Appeals to students who:

- Like languages
- Want to understand how language works
- Like to analyse
- Are interested in history, and geography
- Enjoy grammar
- Enjoy learning technical terms to describe language and social phenomena
- Enjoy word games and playing with language

Typical tasks:

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

Materials/ Technology used:

- *Love the Lingo* textbook
- Excerpts of spoken and written language
- Laptops
- Videos
- Podcasts
- Kindergarten excursion to analyse children's use of language

Typically leads to (University or TAFE courses, occupations): Linguist, Lexicographer, Teacher, Translator, Historian, Sociologist, Psychologist, Political Scientist,, Lawyer, Anthropologist, Copy Writer, Technical Writer, Editor, Novelist, Playwright,/Screenwriter, Radio programmer, Journalist, Actor, Dialect Coach, Language Learning and Voice Recognition Software Developer, Advertising Executive, Politician, Public Servant, Social Commentator

Literature

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

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

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

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

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

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

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

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

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PERFORMING ARTS SUBJECTS

Instrumental Lessons

Overview

1. Students who study Music Performance, Music Investigation, or VET Music Performance **must** have instrumental lessons
2. Students studying **two** performance based subjects will require a lesson for each subject
3. Swinburne currently offers private instrumental lessons on Voice, Guitar, Bass, Piano, and Drums, with lesson costs subsidised by the school
4. Students can also opt to have external instrumental lessons but must have the teacher approved by the school.
5. Student who are not studying a music subject may also have instrumental lessons subject to availability

Outline of Lessons

- Instrumental teachers support students as required by their chosen music subject, including:
    - learning repertoire
    - improving technical skills
    - musicianship
    - music theory
    - reading music
    - SAC and assessment preparation where performance is the focus

Appeals to students who:

- Enjoy learning an instrument

Typical Tasks:

- Learning pieces/songs
- Practicing technical skills

Materials/Technology used:

- Personal instrument/s
- Soul

Typically leads to:

- Music courses of various levels (Certificate III - Bachelor of Music)
- Musician
- Teacher
- Composer

Music Performance

Overview
Swinburne specialises in helping students who have a fear of music theory or no background in music theory. Students work both as soloists and in groups across the four units and perform regularly at lunchtime concerts, school events, and music nights.

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

Please note the following conditions of studying Music Performance:

- All Students MUST be having instrumental lessons whilst studying the subject!
- All students need enrolling need to prepare a piece of music to perform to the music teachers. Once enrolled students will be contact and informed of their performance time (early December).
    - Students will also be required to complete a short general musical knowledge quiz

Outline of Units 1&2:
Unit 1: Performance, Preparing for performance, Music language
Unit 2: Performance, Preparing for performance, Music language, Organisation of sound

Outline of Units 3&4:
*Students choose either solo **or** group performance for the entire year*
Unit 3: Performance, Preparing for performance, Music language
Unit 4: Performance, Preparing for performance, Music language

Appeals to students who:

- Enjoy playing music and/or enjoy playing in a band
- Enjoy composing music
- Enjoy improving their musical abilities
- Enjoy analysing music

Typical tasks:

- Regular performances
- Technical work
- Worksheets

Materials/Technology used:

- Personal instrument/s
- Laptop
- Auralia and Musition

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

- Music courses of various levels (Cert III to Bachelor's Degree)
- Musician
- Composer for film/Video Games/Advertisements
- Music teacher

Music Investigation (Units 3 & 4 only)

Overview
Music Investigation requires each student to develop their own *Investigation Topic* that is of particular interest to them and compliments their abilities as a performer. Coursework and assessments set throughout the year allow students to demonstrate their musical knowledge and performance skills, focusing on analysis, aural skills, musicianship, composition, and technical proficiency.

Students are required to prepare a program of works for regular performances throughout the year, as well as for an external exam at the end of Unit 4.

Please Note:
- This subject is a Unit 3/4 sequence only
- Year 11 students are recommended to only enrol in this subject if they have previously completed Music Performance Units 1/2, or by consultation with Nick or Lee

Unit 3:
Classes use learning activities and instructional workshops to develop the required skills and knowledge to properly research their Investigation Topic. Students are required to practice regularly and learn their selected repertoire. There will be regular performance opportunities throughout the semester.

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

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

Typical tasks:
- Presentations
- Performance
- Workshops
- Music research and analysis

Folio subject: YES

Materials/Technology used:
- Personal instrument/s
- Laptop
- Composition/recording software (GarageBand, Logic, Sibelius, etc)

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

Music Style and Composition

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

In Unit 2 students learn how to compose for film.

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

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

Typical tasks:
- Folio of compositions
- Analysing songs and genres

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

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

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

VET Music (Performance stream)

Overview
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. 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.

Outline of Units 1 & 2
Students complete a range of assessments and tasks that are reflective of the current music industry, including:

- Practice and rehearsal techniques
- Group performances
- Songwriting and recording
- Music analysis
- Artist and genre research

Outline of Units 3 & 4
Units 3 and 4 offer scored assessment and has three main areas of study:

- Applying knowledge of genre to music making
- Improvisation and Stagecraft
- Performing music as part of a group.

Appeals to students who:

- Enjoy learning an instrument
- Enjoy playing music in groups
- Enjoy listening to and discovering new music

Typical Tasks:

- Learning pieces/songs
- Practicing/rehearsing
- Performance assessments
- Research tasks

Materials/Technology used:

- Personal instrument/s
- Live sound and recording equipment
- Laptop and software
- Soul

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

- Music courses of various levels (Certificate IV - Bachelor of Music)
- Musician
- Teacher
- Composer

VET Music (Sound Production stream)

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

Outline of Units 1&2:
- Assist in Audio recording
- Setting up a PA for Live performances\
- Microphone selection
- Microphone placement
- The Australian Music Industry

Outline of Units 3&4:
Units 1&2 are a prerequisite to move onto Units 3&4
- Enjoy recording music
- Mixing a song
- Recording a song
- Microphone selection
- Microphone placement

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

Typical tasks:
- Mixing
- Composing Music
- Recording
- Performance
- Analysing songs and genres

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

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

Drama

Overview

Unit 1
Dramatic storytelling

This unit focuses on creating, presenting and documenting a devised performance. Performances are based on stimulus material that reflects personal, cultural and/or community experiences and stories. The subject also involves analysis of a student's own performance work and of a performance by professional drama practitioner. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit 2
Non-naturalistic Australian drama

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

Outline of Units 1&2:

Unit 1: Dramatic Storytelling
Unit 2: Non-Naturalistic Australian Drama

Outline of Units 3&4:

Unit 3: Devised Non-Naturalistic Ensemble Performance
Unit 4: Non-Naturalistic Solo Performance

Appeals to students who:

- Enjoy performing and creating their own drama material
- Are enthusiastic about working with others creatively
- Are interested in self reflection and analysing performances
- 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)

Materials/Technology used:

- Course content is guided by various textbooks, however students are not required to buy one
- Course handouts and readings are provided
- Wide research methods
- Reading plays, novels and nonfiction works

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

- Bachelor of Arts, Diploma of Arts (Acting, Theatre Studies, Creative Writing, Performance)
- Acting/ Drama Coaching/ Teaching/ Creative Writing/ Journalism/ Scriptwriting/Film and Television Production/ Theatre Design/ Directing/ Dramaturgy/ Animaturing/ Producing/ Law and Legal Studies / Youth Work/ Radio Production / Stand-Up Comedy / Work in the Entertainment Industry/ Event Management/ Community Development/ Local Council/ Grant Writer / Festival Producer

Theatre Studies

Overview

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

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

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

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

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

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

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

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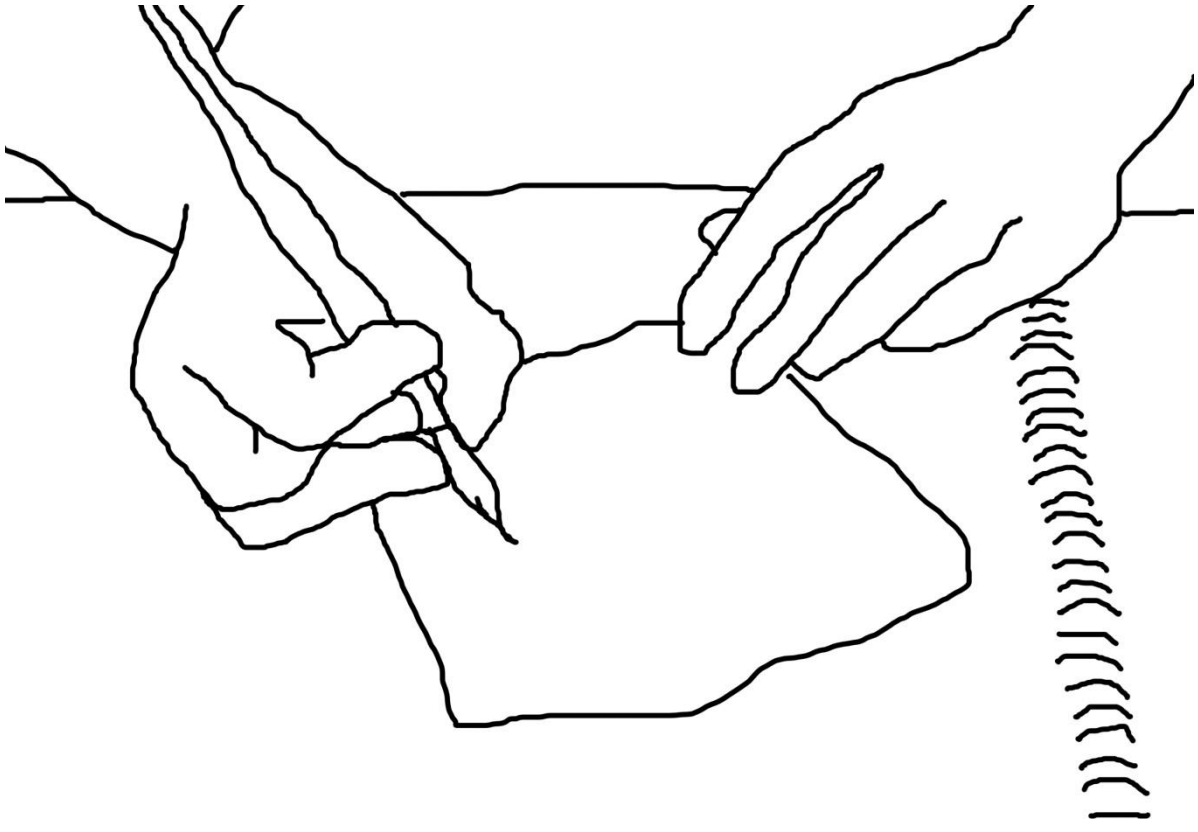
VISUAL ARTS SUBJECTS



Media

Unit 1: Media forms, representations and Australian stories

- Analysis of the construction, distribution and reading of media representations designed to engage audiences.
- Students design and create representations in a range of media forms including video, photography and/or print production.
- The structure and style of Australian fictional and non-fictional narratives created to engage audiences.

Unit 2: Narrative across media forms

- An analysis of the intent and construction of narratives selected by the student.
- Students create, develop and construct narratives in any media form.
- Analysis of the impact of new media technologies on society, audiences and media industries.

Appeals to students who like to:

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

Typical tasks:

- class discussion
- reading and analysing media texts
- conduct independent research into topics of interest
- learning productions skills
- developing and creating media productions
- individual or group work

Folio subject: ***This course involves both practical folio work and theoretical study.***

Materials/ Technology used:

- Nelson Media textbook Edition 4 includes ebook 2018
- Digital SLR and video cameras (available from the library)
- Print design, digital photography and video editing software
- Online and social media

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

- English and SOSE subjects
- Art and design subjects

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

- Bachelor of Arts, Fine Arts or Media
- Teaching, journalism, advertising, media production in many fields

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

Studio Arts

Topics covered in Units 1&2:

Unit 1: Artistic Inspiration and Techniques

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

Unit 2: Design exploration and concepts

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

Appeals to students who like to:

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

Typical tasks

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

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

Materials/technology used:

- a wide range of materials. Painting, drawing, sculpture, printmaking, etc
- laptop computers

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, Fine Arts etc.

Studio Arts: Photography

Students develop individual approaches to set themes and creatively use a range of technology and techniques to express their ideas. Unit 1 investigates manual SLR cameras and black & white darkroom processing while Unit 2 explores digital cameras and Photoshop techniques.

Unit 1

- Students work exclusively with black & white photography. They learn to use manual film cameras, photographic chemicals and darkroom equipment to develop negatives and photos.
- They experiment with different techniques, and imaginatively explore set themes.
- They annotate all work in their Visual Diary.
- Students research photographers and analyse images to learn how materials, techniques and aesthetics are used to express ideas.

Unit 2

- Students learn to use digital cameras and Adobe Photoshop to develop skills & techniques
- They explore different photographic styles, take screen captures of their creative process and annotate all work in their Visual Diary.
- Students research photographers and analyse images to learn how materials, techniques and aesthetics are used to express ideas.

Appeals to students who like to:

- explore new ways seeing, thinking and working
- experiment with analogue and digital photography & photographic techniques
- observe, explore and style the world around them
- analyse photos to explore meanings and techniques
- think imaginatively and creatively

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

- taking photos outside of classtime
- Individual and group work – taking photos, image analysis
- Seek inspiration, brainstorm and develop individual ideas
- Produce photos using a range of technology and techniques
- Analyse photos - interpret visual signs & symbols and aesthetics
- Research photographers - compare working methods & approaches
- Annotate the creative process in the Visual Diary; developing ideas, techniques used

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

Materials/ Technology used:

- Manual film SLR cameras, Digital SLR cameras, 35mm B&W film, lenses, flashes
- Photographic chemicals, thermometers, Enlargers, darkroom
- Studio lighting, Adobe Photoshop, printers, scanners, tripods

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

- Uni & TAFE courses e.g. Bachelor of Fine Arts, Diploma of Art/ Visual Art,
- Artist, Commercial Photographer, Photo-journalist, Director of Photography, Graphic Artist/Designer, Curator, Gallery Director, Conservator, Reviewer, Teacher, Art Historian

Studio Arts: Textiles

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

Topics covered in Units 1&2:

Unit 1: STUDIO INSPIRATION and TECHNIQUES

- Polychromatic printing, Felting, Disperse dying, Silk painting, Patchwork, Embroidery, Beading, Quilting etc

Unit 2: STUDIO EXPLORATION and CONCEPTS

- Develop an Exploration Proposal around the theme of your choice. Follow the design development process and create your original works. (Be it costume or wearable art pieces)

Appeals to students who:

- Want to learn how to develop their own fabrics and push the boundaries in garment design
- Want to develop their design style
- Learn many different techniques to use when making fabrics and garments
- Learn how to put interesting fabrics into garments

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

- Develop your own fabrics design and learn how to make them into garments or products
- Drawing/ Fashion Illustration
- Writing statements of what you want to achieve…Exploration proposals.
- Processes such as – disperse dying, tie dying, felting and machine felting, machine embroidery, patchwork, silk painting and beading etc

Folio subject: YES. You will keep a detailed design folio throughout the year and complete one artwork for Unit 1 and another in Unit 2.

Materials/ Technology used:

- Fabrics and fibres
- Sewing machines and Overlockers
- Irons
- Dyes and printing inks

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

- Clothing and product design
- Sewing
- Creating your own creative fabrics and garments

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

- Fashion Design Degree
- TAFE Clothing Design and Construction
- Textile Design Degree and TAFE
- Marketing and Merchandising

Art

Outline of Units 1&2:

Unit 1: Art and Meaning

- Examine art making with a world lens
- Look at a broad philosophical idea of art and art making in the world of artists
- Use Analytical Frameworks to guide them through analysing, discussing and refining their writing about art ideas, issues and the making of their own art.

Unit 2: Art and Culture

- In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as Street Art, Public Art, art production for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art.
- Identify ways in which art expresses and reflects culture.
- Use Contemporary & Cultural Frameworks to examine the meaning and message of artworks
- In their practical work, students continue to explore techniques and develop personal and creative responses in their art production.

Appeals to students who like to:

- Make observations, explore ideas and express themselves through art making
- Use their imagination and expand their creativity
- Investigate different facets of art mediums and ways of working
- Analyse artworks to explore their meaning and the techniques used
- Students who want to create their own artworks.

Typical tasks:

- Creating artworks and exploring ideas
- Experimenting with different art mediums and developing skills and techniques
- Class discussions
- Analysing artworks and researching artists

Folio subject: Yes

- This course involves both and practical folio work and theoretical study

Materials/ Technology used:

- A range of different art materials are used.
- Art books
- Computers

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

- University and TAFE courses. Eg. Bachelor of Fine Arts, Diploma of Art/Visual Artist, Graphic Artist/Designer, Gallery Director, Conservator, Reviewer, Art historian, Teacher

Visual Communication and Design

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

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

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

Appeals to students who:
Have an interest in:

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

Typical tasks:
Students will participate in a range task, including;

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

Folio subject: *Use of Visual Journal and Related research tasks*

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

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

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BUSINESS SUBJECTS

Business Management

Overview of subject:

- Business idea creation and the factors in the internal and external environment that affects business planning
- Legal requirements and financial considerations in establishing a business
- Marketing a business
- Staffing a business

Outline of Units 1&2:

- Unit 1: Planning a business
- Unit 2: Establishing a business

Outline of Unit 3 & 4:

- Unit 3: Managing a business -understanding the business foundations and how to manage employees and operations of businesses
- Unit 4: Transforming a business- identifying the need for change and implementing change

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

Typical tasks

- Prepare a business plan, implement a small business venture in school on Market Day, learn how to employ employees in a business, apply for jobs and participate in mock interviews, conduct market research on a teen product and prepare the marketing strategy for a brand of your creation, project based SACs with class presentations, tests and research tasks.

Materials/ Technology used:

- Laptops, Survey Monkey, Power Point presentations, YouTube, Facebook, marketing material, advertisements, textbook, worksheets, case studies, Kahoot games, newspaper articles, excursions and guest lectures from business

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

Legal Studies

Overview of subject:

- Legal studies examines the differences between civil and criminal law, as well as the roles of courts, parliament and the Constitution in justice.

Outline of Units 1&2:

- Unit 1: Unit 1 Legal Studies provides an introduction to the legal system as well as the criminal and civil law.

- Unit 2: Unit 2 Legal Studies is focused on the outcomes of criminal and civil cases, as well as the protection of human rights.

Outline of Units 3&4:

- Unit 3: Unit 3 Legal Studies is focused on the processes and principles of the civil and criminal justice systems.

- Unit 4: Unit 4 Legal Studies is focused on the role of the Constitution, the parliament and the courts in our legal system.

Appeals to students who:

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

Typical tasks:

- Short answer tests
- Extended response evaluations
- Reports
- Media analysis

Materials/ Technology used:

- Textbook
- Computers
- Newspaper articles
- Excursions to Courts, Remand Centres and the Barwon Prison

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

- Lawyer
- Legal assistant
- Administration
- Public service
- Police force
- Journalism
- Politics

Industry and Enterprise

Topics covered in Units 1 & 2:
Unit 1 – Workplace participation
- Building a career pathway
- Developing work-related skills
- Workplace effectiveness

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

Outline of Units 3&4
Unit 3- Creating a Enterprise Culture using Australian work settings as case studies
Unit 4- Industry Change and Innovation using Australian work settings as case studies

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

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

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

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

Typically leads to (uni or TAFE courses, occupations):
- TAFE courses and apprenticeships in career related areas.
- Business or Marketing courses.

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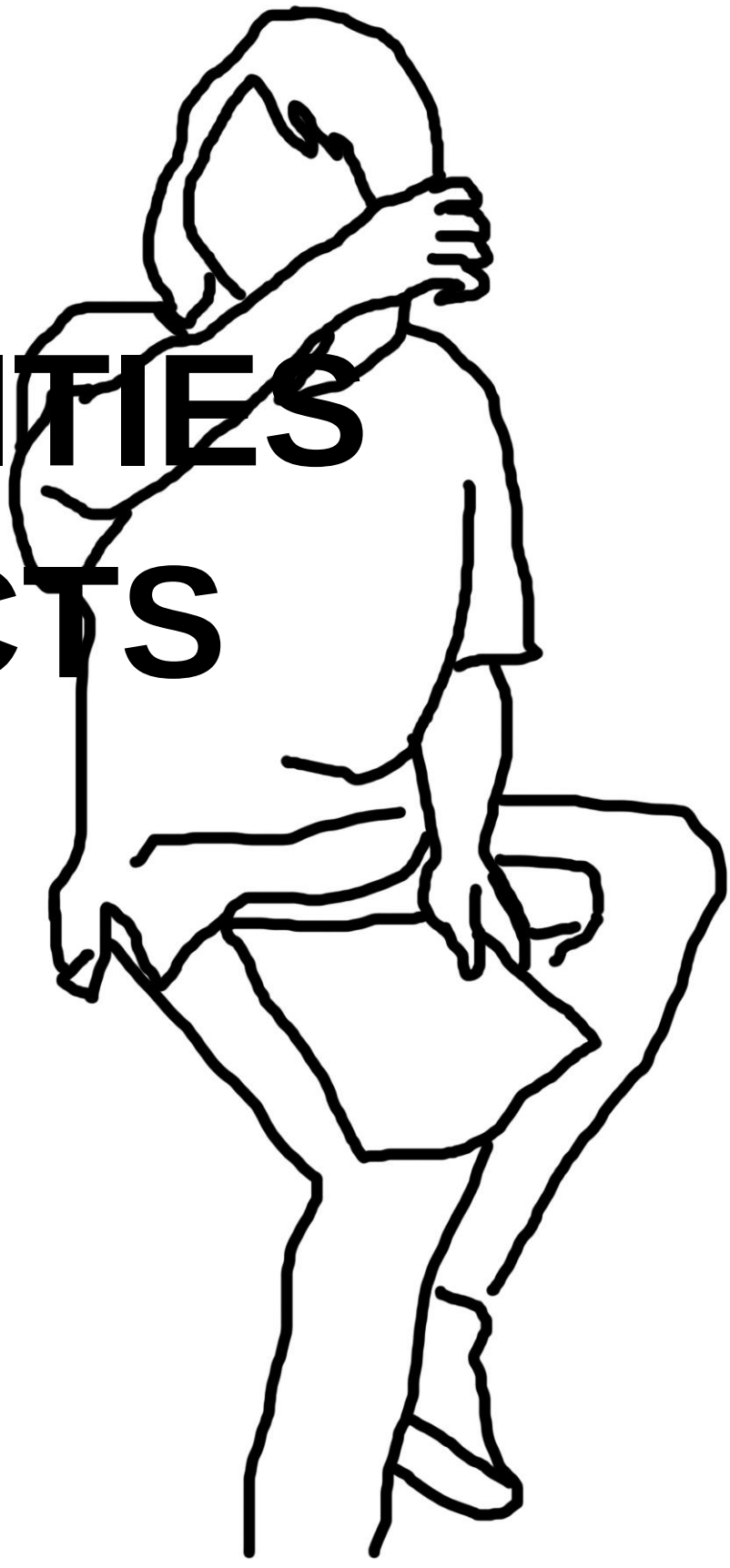
HUMANITIES SUBJECTS



Australian and Global Politics

Topics overed in Units 1 & 2:
Ideas, Actors and Power
- Power and ideas
- Political actors and power

Global connections
- Global links
- Global cooperation and conflict

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

Typical tasks (e.g. prac reports, tests, essays, multimedia presentations):
- Engaging in debate and discussion
- Taking notes
- Writing arguments and responding to questions / prompts
- Watching news clips and documentaries
- Conducting internet research

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

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

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

Courses
- Bachelor of Arts
- Bachelor of Social Science
- Bachelor of Politics, Philosophy and Social Science

Careers
- Policy officer
- Politician / Parliamentarian
- Social worker
- Economist
- Lawyer
- Journalist

Health and Human Development

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Unit 1: Understanding health and wellbeing

- various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual
- youth perspectives on the meaning and importance of health and wellbeing
- variations in perspectives of and priorities relating to health and wellbeing
- Aboriginal and Torres Strait Islander perspectives on health and wellbeing
- indicators used to measure the health status of Australians

Unit 2: Health and nutrition

- the function and food sources of major nutrients important for health and wellbeing
- the use of food selection models and other tools to promote healthy eating among youth
- the consequences of nutritional imbalance in youths' diet
- tactics used in the marketing of foods and promoting food trends to youth
- social, cultural and political factors that act as enablers or barriers to healthy eating among youth

Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

It provides a good knowledge base for several subjects across the VCE, including Sociology and Politics, as well as preparing students for continued studies in Health and Human Development for Units 3 and 4.

Appeals to students who:

- might be considering a career in the health profession
- are interested in personal health and/or world health issues
- have a good general knowledge
- are interested in current affairs.

Typical tasks:

- research assignments
- group work
- tests
- multimedia presentations

Materials/Technology used:

- Computers and books
- Some DVD/Audio-visual materials where relevant

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

Ambulance Officer or paramedic, youth worker, aged or special-needs carer, nurse, doctor, any area of medicine or the allied health industry, teaching, social worker, pharmacist, human resource professional, counsellor - the opportunities are limitless!

Philosophy

Overview
What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Outline of Units 1&2:
Unit 1: Metaphysics, Epistemology, Logic and reasoning
Unit 2: Ethics and moral philosophy, On aesthetic value, Techniques of reasoning

Outline of Units 3&4:
Unit 3: Minds and bodies, Personal identity
Unit 4: Conceptions of the good life, Living the good life in the twenty-first century

Appeals to students who:
- Are inquisitive
- Want to know *'why?'*
- Want to explore ideas and life in general

Typical tasks:
- Class discussions
- Small group work and collaboration
- Individual writing

Materials/Technology used:
- Your mind
- Your brain (is your mind just your brain?)
- Textbook
- Podcasts/ docos/ film/ music/art etc

Typically leads to (University or TAFE courses, occupations):
- Arts degree
- Problem solving
- Mediating
- Love of knowledge

Sociology

Topics covered in Units 1&2
UNIT 1: Youth and The Family
UNIT 2: Crime and Deviance

Appeals to students who like to explore questions such as:

- Why and how has society and culture 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 and cultural change in Australia?

Typical tasks:

- Classes are varied and have a lot of different activities:
- Analyse sociological concepts and review societal opinions
- Offer justified responses to viewpoints and arguments through verbal and written analysis tasks
- Learn how to write in the sociological writing standard
- Formulate, explain and defend independent ideas in sociological exchanges with others and in class debates and presentations

Materials/ Technology used:
SEV Unit 1 & 2 textbook is necessary to have for this subject.
Students also require a computer or notebook for taking notes, display folder for keeping handouts and should have an understanding of how to use technology to conduct research.

If you have liked/enjoyed these studies/electives in the past:
Social studies, global conflicts and politics, modern history and English literature

Typically leads to (University or TAFE courses, occupations):
Students who become interested in Sociology can continue this subject into year 12 and through university either through a Bachelor of Arts or a Bachelor of Sociology degree. Taking sociology at university allows you to specialise.

Sociology can lead to jobs for public, not for profit and private sector industries in Industrial Relations, Criminal Justice, Urban Planning, Liaisons for Multicultural, Elderly, Youth and Disability affairs. Sociologists can also work as freelance journalists, in advertising, for State and Federal governments and can use their skills to work all around the world for a variety of different organisations.

20th Century History

Topics covered in Units 1&2
UNIT 1 1918-1939:
Ideology and conflict

- Exploration of the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Investigation of the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. Consideration of the aims, achievements and limitations of the League of Nations.

Social and cultural change

- Focus on social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Exploration of particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

UNIT 2 1945-2000:
Competing ideologies

- Focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Challenge and change

- Focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Exploration of the causes of significant political and social events and movements, and their consequences for nations and people.

Appeals to students who:
Have an interest in the processes of history and historical analysis and investigation

Typical tasks:

- Analysing primary sources, including images and documents
- Historical research
- Developing chronologies of key events and explaining their significance
- Identifying and analysing different perspectives on historical events
- Developing skills in putting forward an argument and supporting it with factual evidence

Materials/ Technology used:

- Unit 1 HTAV 20th Century History Text Book
- Unit 2 HTAV 20th Century History Text Book
- Internet research and investigation

If you have liked/enjoyed these studies/electives in the past:
History, English, Literature, Art History

Units 1 & 2 FRENCH

TOPICS COVERED:

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.**

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 studied 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.

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MATHEMATICS SUBJECTS

General Mathematics

TOPICS COVERED IN UNITS 1 & 2:
UNIT 1:

- Statistics Univariate and Bivariate
- Linear relations and equations
- Linear graphs and models
- Shapes and measurement

UNIT 2:

- Financial Arithmetic
- Number patterns and recursions
- Networks and decision making
- Bivariate data

Appeals to students who:

- Solve problems of a mathematical nature that are based on using numbers, formulas, tables, graphs, diagrams
- Enjoyed Mathematics and Science in Years 7 – 10

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

- assignments
- summaries
- tests
- short written responses
- problem-solving tasks
- modelling tasks

Materials/technology used:

- Textbook
- Ti *n*spire CAS calculator

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

Mathematical Methods

Topics covered in Units 1&2
UNIT 1:

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Coordinate geometry and linear relations’, ‘Quadratics’, ‘Gallery of graphs’, ’Polynomials’, ‘Matrices’ and ‘Probability’

UNIT 2:

- In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions and the areas of study are ‘Counting methods’, ‘Exponential functions and logarithms’, ‘Circular functions’, and ‘Differentiation and anti-differentiation of polynomials’

Appeals to students who:
These two units are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.
Unit 3 and 4 are prerequisite for many tertiary courses including Science, Business and Health Sciences.

Typical tasks:

- Tests
- Problem solving
- Application tasks

Materials/ Technology used:

- Graphic calculator

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

- Advance mathematics at year 10

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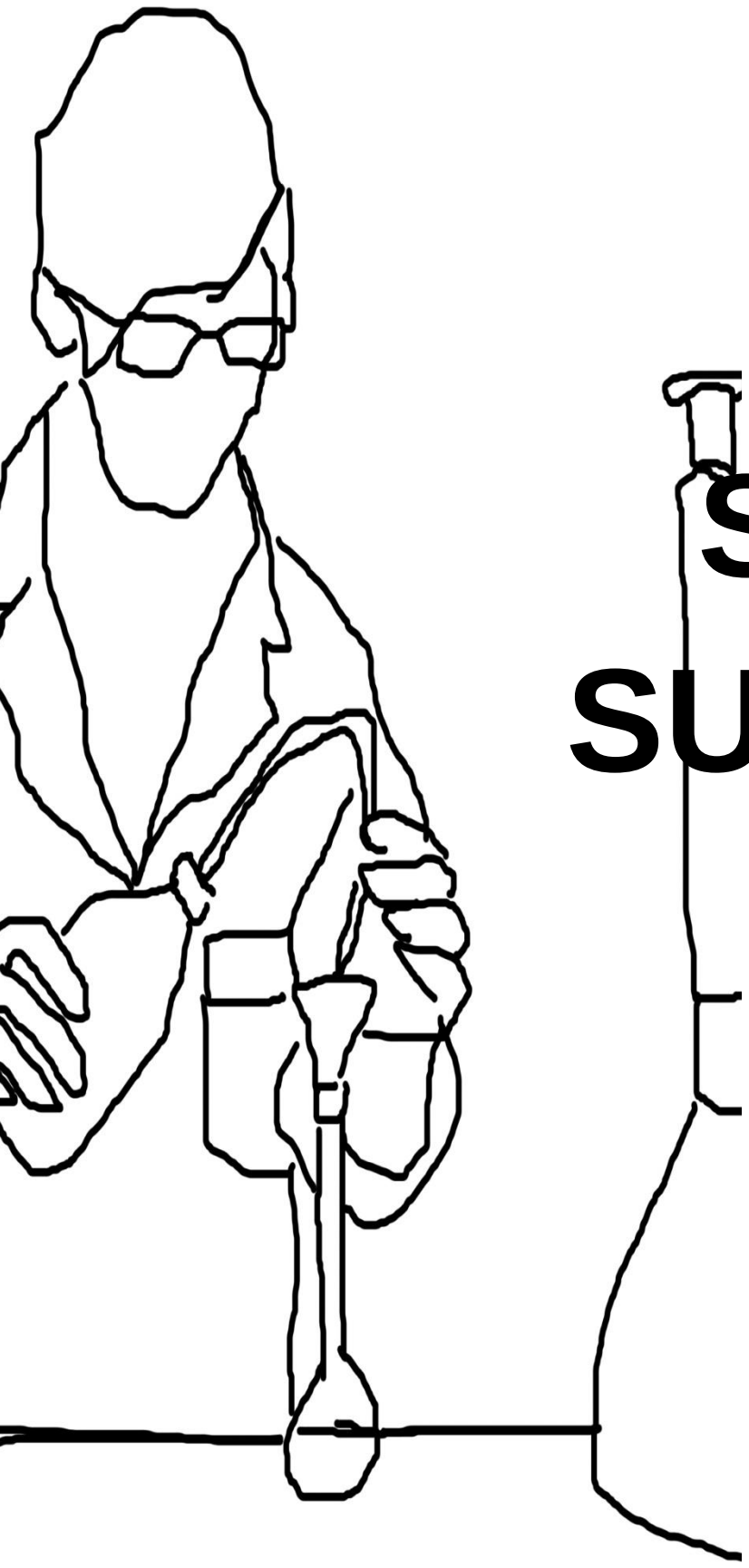

SCIENCE SUBJECTS

Physics

Topics covered in Units 1&2:
CORE:

- Electricity
- Thermodynamics
- Motion
- The Nature of Matter

ELECTIVES (one of these):

- Stars
- Life beyond our Solar System
- Biomechanics
- Alternative Energy
- Flight
- Radiation
- Particle Accelerators
- Human Vision

Appeals to students who:

- Like knowing how things work
- Like finding out why certain phenomena in the physical world happen (rainbows, static shock from car seats, lightning etc
- Watch shows like “, Mythbusters, Sci-Fi movies, documentaries like “Seven Wonders of the Industrial World”, Stephen Hawking shows, Richard Hammond shows etc
- Like maths
- Like doing experiments

If you have enjoyed the following:

- Electronics electives
- Robotics electives
- General Science dealing with electric circuits, building bridges, forces, magnetism, astronomy, flight etc

Typical Tasks and Activities:

- Experiments
- Tests
- Assignments
- Multimedia Presentations

Technology used:

- Data loggers
- Multimeters, oscilloscopes, calculators, light meters, sound meters digital calipers etc

Leads to:
Doing a Science, Engineering, Computer Science, course at Uni or TAFE
Engineer, Scientist, Science Teacher, Industrial Designer, Architect, Games Designer, Electrician, Electronics Technician, Computer Technician, Sound Engineer,Physicist etc

Psychology Units 1&2

UNIT 1: Shaping Behaviour & Mental Processes
UNIT 2: External influences on Behaviour & Mental Processes.

Appeals to students who:

- Like sciences.
- Enjoy reflecting on the underlying causes of thought, feelings and behaviours.
- Those who enjoy writing in a scientific manner.

Typical tasks:

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

Materials/ Technology used:

- Laptop
- Textbook
- Edrolo (school subscription)

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

- Science
- Yr 10 Psychology
- Sociology
- Humanities

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

- Clinical Psychologist
- Research Psychologist
- Education
- Human resources
- Marketing
- Management

Biology

Topics covered in Units 1&2
UNIT 1: How do living things stay alive?

- Function of organisms: structure of cells and the plasma membrane, transformation of energy using photosynthesis and cellular respiration, functioning systems in plants and animals
- Sustaining life: surviving through adaptations and regulation of the internal environment, biodiversity amongst animals and plants, relationships between organisms in ecosystems
- Practical investigation: Students design and conduct a practical investigation into the survival of an individual or a species

UNIT 2: How is continuity of life maintained?

- Cell replication and reproduction: the cell cycle, asexual and sexual reproduction, cell growth and differentiation
- Genetic inheritance: chromosomes, genes and alleles, genotypes and phenotypes, genetic crosses and pedigrees
- Practical investigation: Students investigate an issue involving reproduction and/or inheritance

Appeals to students who:

- Enjoy documentaries
- Enjoy learning about the human body and how/why it functions as it does
- Enjoy doing practical activities and research tasks
- Enjoy working in pairs/groups for research and presentations in class

Typical tasks:

- Practical activities and reports
- PowerPoint presentations
- Poster presentations
- Textbook questions
- Worksheets
- Group work/discussions

Materials/ Technology used:

- Nature of Biology Unit 1&2 textbook

If you have liked/enjoyed these studies/electives in the past:
General Science, Human Body, Genetics, Environmental Studies, Health and Physical Education

Typically leads to (University or TAFE courses, occupations):
Bachelor of Science/Bachelor of Health Science/Bachelor of Biomedicine
Medicine: Doctor, Surgeon, Dentist, Dental Therapist, Nurse, Paramedic
Health Scienc: Physiotherapist, Chiropractor,
Animal Studies: Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker,
Environmental Studies: Researcher, Meteorologist

Chemistry

Topics covered in Units 1&2

UNIT 1:

- The structure of the atom,
- Ionic compounds and metallic structure
- Organic chemistry
- Forces that hold atoms and molecules together ie bonding

UNIT 2:

- Reaction in water Acid & base, Precipitation, Solubility
- Redox chemistry – electrochemistry i.e. batteries and corrosion, reactivity of metals
- Water analysis
- Volumetric techniques and stoichiometry

Appeals to students who:

- Enjoy experimenting, doing practical work
- Understanding life, the universe , and the origin of elements, the the roles of chemicals and materials around us
- Keen to investigate, understand

Typical tasks:

- Practical work and practical reports
- Diagnostic tests
- Multimedia presentation
- Experimental design and investigations

Materials/ Technology used:

- Text book Chemistry One
- Scientific calculator or Ti nspire CAS calculator
- Chemicals, scientific equipment

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

- Science
- Mathematics
- Environmental studies
- Physics
- Biology

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

Analytical Chemistry, Biochemistry, Chemical sales, Chemist, Environmental Chemist, Food Chemist, Forensic Science, Material Science, Medicine, Nursing, Oceanography, Organic Chemist, Paper Industry, Perfume Chemistry, Petroleum and Natural gas industry, Plastics and polymer Scientist, Teaching, Textile and dye industry

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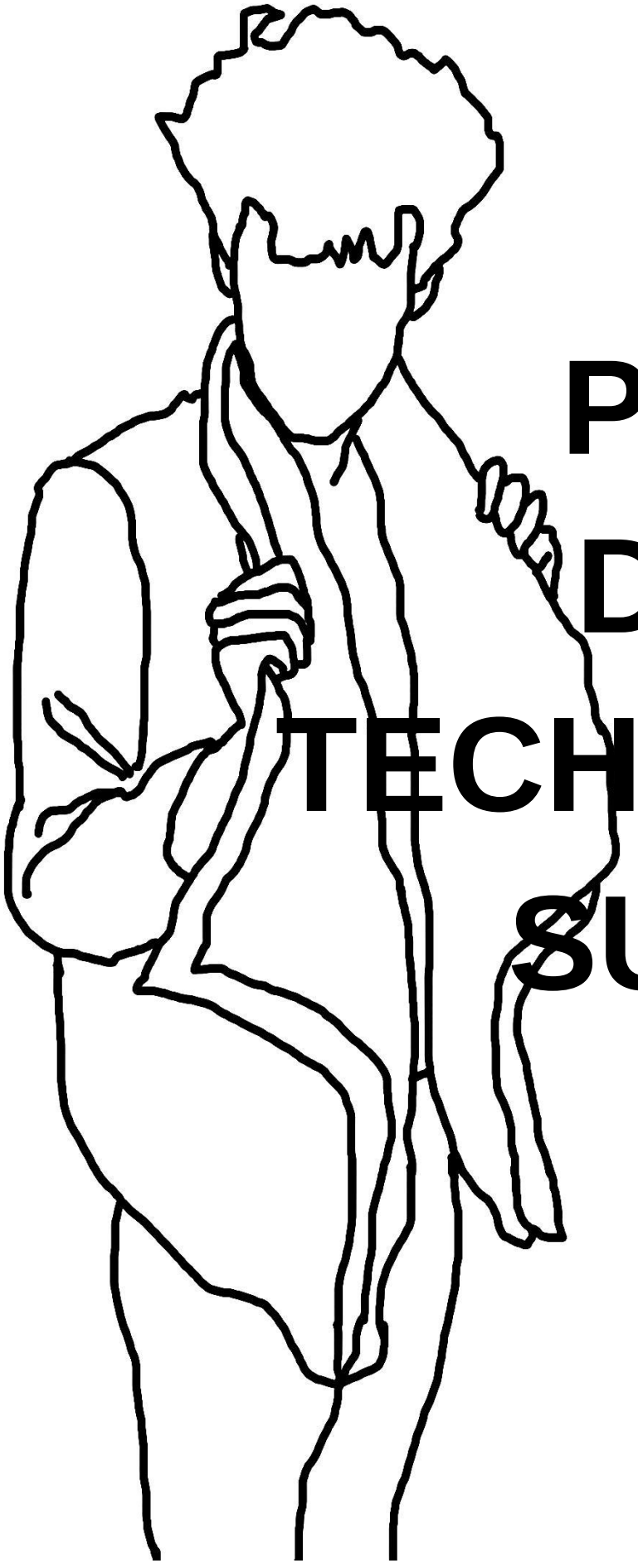

PRODUCT DESIGN & TECHNOLOGY SUBJECTS

Product Design & Technology
Fashion, Wood, Industrial Design and Jewellery

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

Topics covered in Units 1&2

- UNIT 1: Modification of an existing design / product
- UNIT 2: Collaborative (team) design project

Appeals to students who:

- Want to learn correct processes to make a garment, piece of jewellery/wood product
- Want to develop their design style and make their own products
- Have a desire to develop skills for Yr 12 Product Design & Technology
- Enjoy re-inventing clothing

Typical tasks:

- Develop your own garment/ jewellery or product design and learn how to make it
- Fashion illustration and technical drawing
- Writing design briefs and working with a client
- Report writing

FOLIO SUBJECT: YES you will develop a folio and produce at least one product each.

Materials/ Technology used:

- Fabrics
- Sewing machines, overlockers, irons, etc
- Soldering irons, saws, drills, etc

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

- Clothing and product design
- Sewing
- Wooden products
- jewellery

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

- Fashion Design degree
- TAFE clothing design and construction
- Textile Design Degree and Tafe
- Marketing and merchandising
- Apprenticeship

Food Studies

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.
This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choice
- research and discuss issues relating to economic, environmental and ethical dimensions of our food systems
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

Topics covered in Units 1&2
UNIT 1: Food origins: Food around the world, Food in Australia.
UNIT 2: Food makers: Food Industries, Food in the Home.

Appeals to students who:

- are creative
- have an inquiring mind
- love cooking, but already possess the ability to cook
- like experimental, investigative and design work e.g. devising recipes to meet a dietary need

Typical tasks:

- Practical production classes.
- Practical Reports.
- Research and discussion.
- Computer/Multimedia presentations.
- Organising and conducting a practical demonstration for the class.

Materials/ Technology used:

- Food materials and cooking equipment.
- Content is guided by various text books (textbook yet to be chosen).
- Course handouts and readings are provided.
- Computer, podcasts and various media including dvds relating to food skill development.

Typically leads to (University or TAFE courses, occupations):
This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing, hospitality. It is a sought-after qualification in the field of teaching and also supports a number of careers in wider areas, for example, child care, aged care, health professions, dietetics and personal training.

Course: Intermediate VCAL

Overview:
At the College, the Intermediate VCAL program is conducted primarily through the VCE program, although at a less academically challenging level. Students are required to meet all the VCAL requirements, and do this by completing a number of VCE subjects plus the one compulsory VCAL subject of Personal Development. This provides the VCAL students with the flexibility of moving to the VCE program in Year 12. Students can also choose to remain with the VCAL program in their final year and if they are interested in adding a third year to their program, they can accumulate VCE Units during their VCAL program and complete the VCE certificate in the following year.
It is also recommended that students enroll in additional VCE courses based on interest and level of commitment. A number of VCE courses such as Food Technology, Health and Human Development, Media can help students in accessing TAFE or other related courses. Please ask for advice when considering additional VCE subjects during the enrollment process and in consultation with the VCAL Coordinator.

VCAL Requirement
Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. There is a major focus on OH&S and group activities.

Literacy Strands - focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing.

- Foundation English

Numeracy Strands - focus on basic numeracy skills

- Foundation Maths ***OR*** General Maths

Industry Strands – Students choose a VET certificate in an area they are interested in perusing a career in the future.

Personal Development Strands – students develop and consolidate a range of personal skills through their work in community projects.

Appeals to students who like to:

- Work with their hands
- Enjoy a practical approach to learning
- VCAL Personal Development
- Enjoy learning in a range of settings including outside the classroom.

Typical tasks:

- Practical activities
- Teamwork
- Discussions
- Excursions

MATERIALS/ TECHNOLOGY USED:

- Range of materials from materials used in practical activities, to class based handouts, videos, guest speakers etc.

Typically leads to:

- TAFE course or apprenticeships