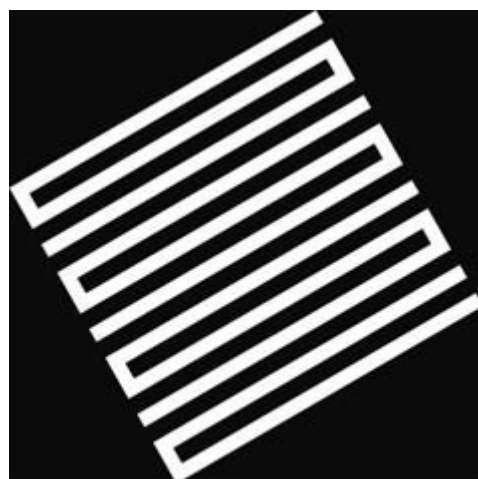


SWINBURNE SENIOR SECONDARY COLLEGE



SWINBURNE

2020 YEAR 12 SUBJECT DESCRIPTIONS

Business Management

<p><i>The study of managing different types of business structures, their objectives, stakeholders, corporate culture, management styles and skills, human resource management and operations management followed by identifying the need for change in the business based on performance review and implementing change in the business using various change theories and models.</i></p>		Folio?
		N
		Edrolo?
		Y
<p>Work involved out of class</p>		
<p><i>This study will require 5 hours of work per week on the average or 40 minutes per day- pre reading PowerPoint slides, taking notes, watching Edrolo and Teaching Bubble content, doing questions in the coursework booklet and following the FB posts of current relevant case studies.</i></p>		
<p>Unit 3</p>	<p>Unit 4</p>	
<p>Managing a Business (Business Foundations, Managing Employees and Operations Management)</p>	<p>Transforming a Business (Reviewing Performance, identifying a need for and implementing business change)</p>	
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>	
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Contemporary business case study analysis ● Visits to workplaces and incursions with guest speakers from industry, role plays and simulation of workplace situations, revision worksheets, coursework booklet completion, past year exam solving, class discussions, web based research tasks ● Attending exam preparation lectures 	
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>	
<ul style="list-style-type: none"> ● Legal Studies ● Global Politics ● Further Mathematics ● PDT/Visual Arts/Performing Arts 	<ul style="list-style-type: none"> ● Laptop ● Subject folder for handouts/notes 	
<p><i>Typically leads to...</i></p>		
<p>Courses</p>	<p>Careers</p>	
<p>Wish to pursue Business studies, a host of management courses including human resource management, journalism, media, public relations, advertising, training and assessment, arts, fashion technology in University or TAFE</p>	<ul style="list-style-type: none"> ● All occupations-gives a practical understanding of the work environment ● Start your own business 	

Legal Studies

<p><i>Legal Studies is an exciting subject that dives into both the Victorian Criminal and Civil Justice Systems, as well as the role of the Constitution, the parliament and the courts in our legal system. Students learn through lecture style learning, Edrolo online learning, excursions, videos and reading.</i></p>		<p>Folio?</p>
		<p>N</p>
<p>Highly advised: Legal Studies is a very content heavy subject, with a higher than usual amount of reading and work outside of the classroom. Students who have difficulty self-managing time or who dislike reading should consider whether they can commit to the workload.</p>		<p>Edrolo?</p>
		<p>Y</p>
<p>Work involved out of class</p>		
<p><i>Reading, revision and coursework questions - students should expect to complete four (4) hours of work per week outside of class as a <u>minimum</u>.</i></p>		
<p>Unit 3</p>		<p>Unit 4</p>
<p>The processes and principles of the criminal and civil justice systems. Students look at the process individuals go through from the beginning to end of criminal and civil cases and the impact of the legal system on them.</p>		<p>The role of the Constitution, the parliament and the courts in our legal system. Students look at cases that have shaped the interpretation of the Constitution and the impact of the parliament and courts on it and Australian society.</p>
<p>Appeals to students who like...</p>		<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Reading ● Applying their knowledge to scenarios ● Complex problem solving 		<ul style="list-style-type: none"> ● Problem Solving ● Analysis and Interpretation ●
<p>Appeals to students who have studied...</p>		<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Politics ● History ● Civics 		<ul style="list-style-type: none"> ● Laptop ● Subject folder ● Textbook
<p><i>Typically leads to...</i></p>		
<p>Courses</p>		<p>Careers</p>
<ul style="list-style-type: none"> ● Law ● Criminology ● Arts ● Journalism 		<ul style="list-style-type: none"> ● Lawyer ● Journalism ● Policing ● Social Work

English Language

<p><i>VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values.</i></p> <p><i>Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.</i></p> <p>Highly advised: English Language is an advanced subject. Students are <u>not</u> recommended to enrol in year 12 English Language unless they have studied Unit 1 or 2 VCE English Language or a VCE LOTE.</p>		<p>Folio?</p> <p>N</p> <p>Edrolo?</p> <p>N</p>
<p>Work involved out of class</p>		
<p><i>Weekly readings and textbook exercises, revise powerpoints and class notes, memorising key terms, completing practice SACs and practice exam tasks including analysing language, and reading and analysing contemporary language issues from the Australian media.</i></p>		
<p>Unit 3</p>		<p>Unit 4</p>
<p>In <i>Language Variation and Social Purpose</i> students analyse how spoken and written informal and formal language is used in contemporary Australian society. They apply their knowledge of lexicon, syntax, semantics, and discourse to explore how we use language to fulfil a range of social purposes in different contexts.</p>		<p>In <i>Language Variation and Identity</i> students focus on the role of language in establishing and challenging different identities. Students apply their knowledge of phonology, lexion, and semantics to explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us.</p>
<p>Appeals to students who like...</p>		<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Learning about language ● Thinking about social change ● Content-based subjects, including sciences and social sciences 		<ul style="list-style-type: none"> ● Short answer questions ● Language analysis ● Reports, case studies and essays
<p>Appeals to students who have studied...</p>		<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Year 11 English Language ● Languages (LOTE) ● Philosophy, English, Literature, History, Australian Politics, Psychology 		<ul style="list-style-type: none"> ● Laptop ● Subject folder ● Media Articles
<p><i>Typically leads to...</i></p>		
<p>Courses</p>		<p>Careers</p>
<ul style="list-style-type: none"> ● Bachelor of Arts (Linguistics) ● Bachelor of Law ● Bachelor of Education (English and Teaching English as an additional language) 		<ul style="list-style-type: none"> ● Linguist, Indigenous language documentation, technical writing, creative writing, journalist, editor, public relations, media and communications, marketing, forensic linguist, interpreter

English

<p>VCE English focuses on how the English language is used to create meaning in written, spoken and multimodal texts. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.</p> <p><i>English is a compulsory subject that must be counted as part of your final ATAR. There are three different English courses: English, Literature and English Language. Make sure that you select your English class <u>carefully</u>.</i></p>	Folio?
	N
	Edrolo?
	Y
<p>Work involved out of class</p>	
<p>Weekly homework may focus on comprehension, practice writing exercises, and extension activities. Additionally, students should be reading and rereading their set texts on a weekly basis to ensure intimate familiarity with relevant content and ideas in preparation for SACs and exams. Students are expected to engage in homework and independent study for at least one hour on weeknights and at least three hours on weekends during peak VCE periods.</p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>In this unit, students read and respond to texts analytically and creatively. They also analyse arguments and the use of persuasive language in texts.</p>	<p>In this unit, students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation intended to position audiences about an issue currently debated in the media.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Reading ● Writing ● Discussion/Debate 	<ul style="list-style-type: none"> ● Essay writing ● Oral presentations ● Class discussions
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> ● English ● Literature ● Humanities subjects 	<ul style="list-style-type: none"> ● Laptop ● Subject folder ● Set texts ● Study guides
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Arts ● Law ● Business ● Science 	<ul style="list-style-type: none"> ● Journalist ● Teacher ● Historian ● Policy maker

Literature

<p><i>Units 3 and 4 Literature explores a variety of written and visual texts and asks students to discuss their insights in writing and verbally. Students are asked to look deeper into the meanings of texts, including novels, novellas, short stories, poetry and plays. Students look closely at authors' constructions of characters, ideas and narratives taking into consideration the context of the author, reader and the contexts in which the texts were made and are read. Students will learn how to look at texts through different literary perspectives, including social, political, constructivist and psychoanalytical theories.</i></p> <p>Highly advised: Students who would like to study Literature should be lovers of the written word. There is an expectation that students will engage with the texts at a deeper level than mainstream English.</p>		<p>Folio?</p> <p>N</p> <p>Edrolo?</p> <p>N</p>
<p>Work involved out of class</p>		
<p><i>Year 12 Literature students are expected to do extra reading, research, planning and extended written pieces outside of class. These tasks are designed to develop students' skills and knowledge of the texts studied to help prepare them for their written assessments and the final examination.</i></p>		
<p>Unit 3: Form and transformation</p>		<p>Unit 4: Interpreting texts</p>
<p>Outcome 1: Adaptations and transformations Students should be able to analyse the extent to which meaning changes when a text is adapted to a different form.</p> <p>Outcome 2: Creative responses to texts Students should be able to respond creatively to a text and comment on the connections between the text and the response.</p>		<p>Outcome 1: Literary perspectives Students should be able to produce an interpretation of a text using different literary perspectives to inform their view.</p> <p>Outcome 2: Close analysis Students should be able to analyse features of texts and develop and justify interpretations of texts.</p>
<p>Appeals to students who...</p> <ul style="list-style-type: none"> • Enjoy reading, going to the theatre and cinema, 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 • Enjoy creative writing 		<p>Typical tasks include...</p> <ul style="list-style-type: none"> • Develop an interpretation in discussion or writing • View a film adaptation of a book and analyse its success • Annotate passages from a text and draw an interpretation from them • Apart from the creative response, assessment tasks are essays
<p>Appeals to students who have studied...</p> <ul style="list-style-type: none"> • History • Art • Philosophy • English • Sociology • Theatre Studies 		<p>Additional subject material</p> <ul style="list-style-type: none"> • Laptop • Subject folder • Books, highlighters, pens • An open, enquiring mind • Copies of the texts studied • Dictionary
<p><i>Typically leads to...</i></p>		
<p>Courses</p>		<p>Careers</p>
<ul style="list-style-type: none"> • Liberal Arts courses • Journalism • Creative and Performing Arts 		<ul style="list-style-type: none"> • Screenwriting • Editing and publishing • Journalist • Teaching

Ancient History

<p>In Ancient History students will learn about the social, political and economic features of ancient Egypt (c. 1550-1069 BCE) and Rome (c. 800-23 BCE). They will consider what life was like for people living in those societies and how they functioned. They will also study the Amarna Crisis in ancient Egypt (c. 1391-1292 BCE) and the end of the Roman Republic (c. 133-23 BCE) as examples of how a crisis shaped and changed ancient societies.</p>		Folio?
		No
		Edrolo?
		No
Work involved out of class		
<p><i>Organisation and revision of notes and a coursework task in which students practice key skills. Students should allow 2-4 hours a week for homework.</i></p>		
Unit 3	Unit 4	
<p><i>Unit 3: Ancient Egypt – The New Kingdom c. 1550 – 1050 BCE</i></p> <p>Outcome 1: Living in ancient Egypt c. 1550 – 1050 BCE</p> <p>Outcome 2: Society in crisis, people in power: The Amarna Period (1391-1292 BCE)</p>	<p><i>Unit 4: Ancient Rome – The Roman Republic c. 800 – 23 BCE</i></p> <p>Outcome 1: Living in ancient Rome c. 800 – 146 BCE</p> <p>Outcome 2: Society in crisis, people in power: The fall of the Roman republic 133-23 BCE</p>	
Appeals to students who ...		Typical tasks include...
<ul style="list-style-type: none"> are curious about ancient worlds are interested in how we know about the past want to learn about the values and ideas underlying many modern-day social and political structures 		<ul style="list-style-type: none"> Analysing primary sources, including archaeological artefacts Conducting a self-directed historical inquiry Reading and analysing historians' interpretations of the past Presenting arguments about the past and using evidence to support them
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> History Art Art history Classical studies Philosophy 		<ul style="list-style-type: none"> Laptop Subject folder Text books for both units
<i>Typically leads to...</i>		
Courses	Careers	
<ul style="list-style-type: none"> Bachelor of Arts degree in archaeology, history, classical studies, art history, philosophy Information technology Museum or art gallery curating 	<ul style="list-style-type: none"> Archaeologist Egyptologist Historian Information technician Research Teaching 	

Australian & Global Politics

<p>In this unit students investigate the key global actors of contemporary global politics. They analyse key global actors including the UN, IMF & Transnational Corporations. They examine the concepts of national interest and power as well as the way in which China uses power to achieve its objectives. They discuss differing perspectives on ethical issues in human rights and development. Students also analyse responses and solutions to case studies of conflict and terrorism.</p> <p>VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.</p>	Folio?
	No
	Edrolo?
No	
Work involved out of class	
<i>Responding to questions, undertaking research, reading extension articles, practice SAC questions, completing study activities.</i>	
Unit 3	Unit 4
<p>The aims, role and power of the following Global Actors:</p> <ul style="list-style-type: none"> • United Nations • International Monetary Fund • Transnational Corporations <p>The pursuit of China's national interests through case studies such as:</p> <ul style="list-style-type: none"> • Economic reforms • South China Sea • US / China relationship 	<p>Ethical debates on human rights and development including:</p> <ul style="list-style-type: none"> • Cultural challenges to human rights • Responsibility to protect • Economic growth vs sustainable development <p>Responses and solutions to the following global crises:</p> <ul style="list-style-type: none"> • The Syrian civil war • Al Qaeda / Islamic State • North Korea
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> • Current events • World issues • Discussion and debate 	<ul style="list-style-type: none"> • Class discussion • Note-taking • Answering questions • Reading articles
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> • Politics • History • Philosophy • Legal Studies 	<ul style="list-style-type: none"> • Laptop • Notebook
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> • Bachelor of Arts (Melbourne / Monash / Swinburne) • Bachelor of International Relations (Monash / La Trobe) • Bachelor of Political Science (ANU) 	<ul style="list-style-type: none"> • Policy officer • Politician / parliamentarian • Journalist • Lawyer • Social worker • Economist

Extended Investigation

<p><i>Students research a topic of their choice and write a 4000-word report based on their research. They individually design their investigation including their research question, research methods and research tools, and then gather data or evidence that forms the basis of their report. Students practice and apply critical thinking skills as they design and conduct their research. Students submit their reports at the end of term 3 and present their research in an oral exam early in term 4. There is no end-of-year exam for this subject.</i></p> <p>Highly advised: Students undertaking this subject require a high degree of literacy as reading of academic research is a requirement. The ability to work independently is ideal.</p>		Folio?
		Y
		Edrolo?
		N
Work involved out of class		
<p><i>Students are expected to regularly continue their research at home. They should expect to spend 2-4 hours per week on this subject.</i></p>		
Unit 3	Unit 4	
<p>Unit 3 Outcomes: Designing an extended investigation</p> <ul style="list-style-type: none"> - Designing a research question - Planning and commencing the investigation - Critical thinking 	<p>Unit 4 Outcomes: Presenting an extended investigation</p> <ul style="list-style-type: none"> - Presenting the final research report - Defending the research findings 	
Appeals to students who like...	Typical tasks include...	
<ul style="list-style-type: none"> ● Have a strong interest in a topic that they would like to investigate further ● Wish to develop their research skills in preparation for tertiary study ● Enjoy independent learning ● Want to be challenged 	<ul style="list-style-type: none"> ● Critically identifying, reading and analysing academic literature ● Designing a research question and research method appropriate to your topic ● Conducting original research ● Writing up your research ● Oral defense of progress and findings 	
Appeals to students who have studied...	Additional subject material	
<ul style="list-style-type: none"> ● Any subject with a researchable component as this is a cross disciplinary study design 	<ul style="list-style-type: none"> ● Laptop ● Subject folder ● Word processing software 	
<i>Typically leads to...</i>		
Courses	Careers	
<ul style="list-style-type: none"> ● Bachelors degrees in your area of interest ● Any further study with a written or research component 	<ul style="list-style-type: none"> ● Research in academic, government and private settings in various disciplines ● Policy work ● Teaching ● Information technology 	

French

<p><i>The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to understand French also provides students with a direct means of access to the rich and varied culture of francophone countries around the world.</i></p> <p>Highly advised: It is assumed that students have formally studied the language for at least 300 hours prior to the commencement of Unit 3.</p>		Folio
		No
		Edrolo
		No
Work involved out of class		
<p><i>Students need to submit a minimum of one written piece of writing (200-300 words) in French fortnightly, along with preparation for the speaking examination. Students are sometimes expected to read or listen to material before discussing themes in class. A new Study Design will be implemented in 2020. VCAA will release the format of the external examinations in November 2019.</i></p>		
Unit 3	Unit 4	
<p>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)</p>	<p>(tbc Dec 2019 according to external examinations) Current Affairs (Women's Rights, Immigration, Riots, Racism, Multiculturalism, Intolerance, Festivals and Traditions), Culture, Music</p>	
Appeals to students who like...	Typical tasks include...	
<ul style="list-style-type: none"> To speak French Francophone Countries To further their linguistic and communication skills in French 	<ul style="list-style-type: none"> Listening in French Reading and Viewing in French Speaking in French Writing in French 	
Appeals to students who have studied...	Additional subject material	
<ul style="list-style-type: none"> French International Studies Linguistics 	<ul style="list-style-type: none"> AQA A2 French Atouts Schaum's Outline to French Grammar 5th Edition Collins French Dictionary & Grammar Cultural Products/Artefacts 	
<i>Typically leads to...</i>		
Courses	Careers	
<ul style="list-style-type: none"> Arts Law Travel Public Relations 	<ul style="list-style-type: none"> Journalist Interpreter/Translator/Linguist Diplomat/Foreign Affairs & Trade Officer 	

Health and Human Development Unit 3 & 4

<p><i>Students examine health and wellbeing, and human development as dynamic concepts, taking into account 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.</i></p>		Folio?
		Y/N
		Edrolo?
		Y/N
<p>Work involved out of class</p>		
<p><i>Students are required to use out of class time to complete research for a major case study. Students will be required to read extra material to support their knowledge and understanding.</i></p>		
<p>Unit 3</p>	<p>Unit 4</p>	
<p>Unit 3 Australia's health in a globalised world AOS 1: Understanding health and wellbeing AOS 2: Promoting health and wellbeing</p> <ul style="list-style-type: none"> Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies. 	<p>Unit 4 Health and Human Development in a Global Context AOS 1: Health and Wellbeing in a Global Context AOS 2: Health and the Sustainable Development Goals</p> <ul style="list-style-type: none"> Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs. 	
<p>Appeals to students who like...</p> <ul style="list-style-type: none"> Feel strongly about a range of contemporary issues and have a desire to see social change Health conscious Interested in global issues 	<p>Typical tasks include...</p> <ul style="list-style-type: none"> Class Discussion Data Analysis Research Case Studies Using evidence to draw conclusions 	
<p>Appeals to students who have studied...</p> <ul style="list-style-type: none"> Health based subjects Sociology Politics 	<p>Additional subject material</p> <ul style="list-style-type: none"> Laptop Textbook Subject folder 	
<p><i>Typically leads to...</i></p>		
<p>Courses</p>	<p>Careers</p>	
<ul style="list-style-type: none"> Bachelor of Health Science Bachelor of Applied Science Bachelor of Nursing 	<ul style="list-style-type: none"> Journalism, Social work Politics/policy making Personal Care Worker Nurse Teaching Research analyst 	

History: Revolutions

<p><i>The course will examine two revolutions – the French Revolution (Unit 3) and the Russian Revolution (Unit 4). In both Revolutions students will explore the ‘causes’ of revolution and ‘consequences’ of revolution.</i></p>		Folio?
		No
<p>Causes for example will include; <u>France</u> - 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’? <u>Russia</u> - what role did the relationship between Rasputin and the Tsarina Alexandra play in destroying the last remnants of support for the Tsar?</p>		Edrolo?
		Yes
<p>Work involved out of class</p>		
<p><i>Regularly reviewing class content in relation to the study design key knowledge points, practice exam tasks, reading and research. Approximately 2-5 hours work outside of class dependant on study score goal.</i></p>		
<p>Unit 3</p>	<p>Unit 4</p>	
<p><i>French Revolution: AOS 1 - Causes of Revolution AOS 2 - Consequences of Revolution</i></p>	<p><i>Russian Revolution: AOS 1 - Causes of Revolution AOS 2 - Consequences of Revolution</i></p>	
<p>Appeals to students who ask.....</p>	<p>Typical tasks include...</p>	
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Note taking ● Reading ● Class discussion ● Viewing documentaries ● Source analysis 	
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>	
<ul style="list-style-type: none"> ● Any Histories ● Politics ● Sociology 	<ul style="list-style-type: none"> ● Notebook ● Textbooks, Class Reader (supplied) ● Secondary historical sources, ie books by historians 	
<p><i>Typically leads to...</i></p>		
<p>Courses</p>	<p>Careers</p>	
<ul style="list-style-type: none"> ● Arts degree ● Journalism ● Law ● Politics 	<ul style="list-style-type: none"> ● Academic ● Teacher ● Researcher ● Art Historian 	

Philosophy Units 3 and 4

<p>Philosophy is the investigation of some of the deepest questions that confront human beings. For example, in Units 3 and 4 we consider questions such as:</p> <ul style="list-style-type: none"> • Can the mind be identified with the brain? • When is somebody no longer the same person that they once were? • What does the very best life for a human being look like? • How do contemporary issues relating to technology relate to living a good life? <p>Philosophy is ideal for those who ask “why?” a lot – those who wonder about life, about right and wrong, about freedom, truth, beauty and a thousand other things. It is for those who want to confront difficult questions and develop the skills required to make rational judgments about them.</p>		<p>Folio?</p> <p>No</p> <p>Edrolo?</p> <p>No</p>
<p>Work involved out of class</p>		
<p><i>Approximately 4-5 hours per week of out of class reading, note-taking and thinking.</i></p>		
<p>Unit 3: Minds, Bodies and Persons</p>		<p>Unit 4: The Good Life</p>
<p>This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.</p>		<p>This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.</p>
<p>Appeals to students who like...</p>		<p>Typical tasks include...</p>
<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • reading and analysing philosophical texts • text annotation and note taking • class discussion • personal reflective writing • essay writing
<p>Appeals to students who have studied...</p>		<p>Additional subject material</p>
<ul style="list-style-type: none"> • English and Literature • History and the Humanities • Science 		<ul style="list-style-type: none"> • Primary philosophical texts • Textbook • Podcasts • Life experience
<p><i>Typically leads to...</i></p>		
<p>Courses</p>		<p>Careers</p>
<ul style="list-style-type: none"> • Bachelor of Arts/ Law 		<ul style="list-style-type: none"> • Teaching, journalism, advertising, consultancy, law, politics.

Sociology

<p><i>Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. We use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.</i></p>	Folio?
	No
	Edrolo?
	No
<p>Work involved out of class</p>	
<p><i>Students are required to use out of class time to complete research for a major case study. This will occur in each Area of Study. Students will be required to read extra material to support their knowledge and understanding.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Unit 3 Culture & Ethnicity AOS1: Australian Indigenous Culture AOS 2: Ethnicity</p> <ul style="list-style-type: none"> Analyse and evaluate changes in public awareness and views of Australian Indigenous culture Identify and analyse experiences of ethnicity within Australian society 	<p>Unit 4 Community, Social Movements & Social Change AOS 1: Community AOS 2: Social Movements and Social Change</p> <ul style="list-style-type: none"> Analyse the experience of community generally and analyse and evaluate a specific community Analyse the nature and purpose of social movements and evaluate their influence on social change
<p>Appeals to students who...</p> <ul style="list-style-type: none"> Feel strongly about a range of contemporary issues and have a desire to see social change Enjoy discussion and debates, including listening to others as well as explaining and justifying their own opinion Keep up to date with current events 	<p>Typical tasks include...</p> <ul style="list-style-type: none"> Class Discussion Representation Analysis Research Case Studies Using evidence to draw conclusions Extended Response
<p>Appeals to students who have studied...</p> <ul style="list-style-type: none"> English History Politics 	<p>Additional subject material</p> <ul style="list-style-type: none"> Laptop Textbook Subject folder
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> Bachelor of Arts Bachelor of Politics or Social Science 	<ul style="list-style-type: none"> Journalism Social work Politics/policy making Teaching Research Analysis

Further Mathematics

<p><i>Further Mathematics Units 3 & 4 extend on the concepts covered in Units 1 & 2. It takes the concepts introduced in year 11 and starts to blend them together in practical and theoretical contexts.</i></p> <p><i>Students use a set of learnt mathematical tools in combination with problem solving to unpack and and solve various problems relating to data, finance, arithmetic & number and measurement.</i></p> <p>Highly advised: It is strongly recommended that students have completed General Mathematics Units 1 & 2. Students must own an approved graphics calculator</p>		Folio?
		N
		Edrolo?
		Y
Work involved out of class		
<p><i>Students are expected to complete a set of questions outside of class to cement their knowledge of the concepts covered. This is a minimum of 3 hours of work outside of class a week. Students who do well in the subject complete all set and extension questions.</i></p>		
Unit 3	Unit 4	
<p>Core Data Analysis</p> <ul style="list-style-type: none"> - Displaying and summarising data - Investigating the association between two variables - Regression lines - Data transformation - Modelling time series <p>Core: Recursion and Financial Modelling</p> <ul style="list-style-type: none"> - Modelling growth and decay - Modelling and analysing loans and annuities 	<p>Module 1: Matrices and applications</p> <ul style="list-style-type: none"> - Matrix arithmetic - Binary, permutation, communication and dominance - Inverse matrices, solving simultaneous equation - Transition matrices and their applications <p>Module 3: Geometry and measurement</p> <ul style="list-style-type: none"> - Applications of geometry and trigonometry - Spherical geometry 	
Appeals to students who like...	Typical tasks include...	
<ul style="list-style-type: none"> ● Enjoy and are good at Maths ● Have strong problem solving skills ● Finding a definite answer to a problem 	<ul style="list-style-type: none"> ● Completing problems ● Application and Analysis tasks 	
Appeals to students who have studied...	Additional subject material	
<ul style="list-style-type: none"> ● Maths ● Science ● IT 	<ul style="list-style-type: none"> ● CAS calculator ● Text Book 	
<i>Typically leads to...</i>		
Courses	Careers	
<ul style="list-style-type: none"> ● Mathematics ● Engineering ● Science ● Accounting ● Computing 	<ul style="list-style-type: none"> ● Nursing ● Marketing ● Art and Design ● Building Sciences ● Business Studies ● Information Technology 	

Maths Methods

<p><i>Mathematical Methods Units 3 & 4 extend on the concepts covered in Units 1 & 2. It takes the concepts introduced in year 11 and starts to blend them together in practical and theoretical contexts.</i></p> <p><i>Students use a set of learnt mathematical tools in combination with problem solving to unpack and and solve various problems relating to functions, calculus and probability.</i></p> <p>Highly advised: It is strongly recommended that students have completed Maths Methods Units 1 & 2. Students must own an approved graphics calculator</p>	Folio?
	No
	Edrolo?
	Yes
Work involved out of class	
<p><i>Students are expected to complete a set of questions outside of class to cement their knowledge of the concepts covered. This is a minimum of 3 hours of work outside of class a week. Students who do well in the subject complete all set and extension questions.</i></p>	
Unit 3	Unit 4
Functions Algebra Calculus Part 1	Calculus Part 2 Probability
Appeals to students who...	Typical tasks include...
<ul style="list-style-type: none"> • Enjoy and are good at Maths • Have strong problem solving skills • Finding a definite answer to a problem 	<ul style="list-style-type: none"> • Completing problems • Graphing software to enhance mathematical understanding
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> • Maths • Science • IT 	<ul style="list-style-type: none"> • CAS calculator • Text Book
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> • Science • Maths • Engineering • Medicine 	<ul style="list-style-type: none"> • Engineer • Doctor • Finance • Information Technology

Drama

<p>This is a practical subject with a strong focus on acting and performance-making, as well as analysis, research, and documentation. In drama, we draw on a diverse range of contemporary and/ or cultural performance traditions to create original performance work. This includes researching, brainstorming, improvising, writing, editing, rehearsing, refining and performing, as well as documenting, analysing and evaluating. Students also view a professional production, and participate in practical workshops with guest artists, including a residential Drama retreat at Wilson's Prom.</p> <p>Please Note: In Unit 4, students create and perform a 7 minute solo performance exam. This is worth 25% of the subject mark.</p>	<p>Folio?</p>
	<p>No</p>
	<p>Edrolo?</p>
	<p>No</p>
<p>Work involved out of class</p>	
<p><i>Two hours of practical rehearsal per week at school (in small groups for Ensemble, and alone or in small groups for Solos). Two hours per week of reading, researching, and documentation.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Performance styles and conventions are explored in the creation, development and presentation of an ensemble performance. Students collaborate to create, develop and present ensemble performance.</p> <p>Students also attend and analyse a professional play production.</p>	<p>Students use stimulus materials and resources from a variety of sources to create and develop character/s within a solo performance. Students also explore ways of transforming between characters.</p> <p>Students also analyse their solo performance work and undertake a theory examination.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Acting and performing ● Creating original performances ● Creativity, creative research, and analysis 	<ul style="list-style-type: none"> ● Warm-up games and acting exercises ● Researching, brainstorming, writing, editing, performing original work ● Analysing performances
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Drama, Theatre Studies ● Literature (esp. Creative writing) ● Physical Education/Dance 	<ul style="list-style-type: none"> ● Pens, coloured pencils, notebook ● Costume, props, set pieces, makeup as required ● VCE Drama Textbook (optional)
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Performing Arts (Acting, Dance, Directing, Music Performance) ● Creative arts, including theatre studies, creative writing, media studies ● Bachelor of Arts (including literature, history, archeology, cultural studies) ● Film and Television 	<ul style="list-style-type: none"> ● Actor, comedian, scriptwriter, writer, musician, dancer, performer, designer ● Careers that include public speaking including law, education and academia and careers involving people such as youth work, social work, and coaching

Instrumental lessons

<p>Instrumental lessons are a prerequisite of studying performance based subjects; Music Performance, Music Investigation, and VET Music Industry (performance specialisation).</p> <p>Swinburne offers lessons on Voice, Piano, Guitar, Bass, and Drums. Lessons are conducted one-on-one with a specialist instructor with the cost of lessons subsidised by the Department of Education if the student also takes part in a small ensemble.</p> <p>Students studying non-performance Music subjects; Style and Composition, and VET Music Industry (sound production specialisation), may also enrol in lessons. However, first priority will be given to those in performance based subjects.</p>	Folio?
	No
	Edrolo?
	No
Work involved out of class	
<p><i>Students are expected to be practising their instrument/s consistently throughout the year. It is recommended that students spend at least 2.5 hours (5x 30 minute practise sessions) a week specifically on the repertoire, technical work, and exercises as directed by their instrumental instructor.</i></p>	
Lesson Content	
<p>Lessons are catered to the individual student needs and take into account the music subject/s studied, ensemble work, student ability, and general student musical interest.</p>	
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● Performing music ● Improving their skills ● Learning new music 	<ul style="list-style-type: none"> ● Learning pieces/songs ● Technical work ● Exercises
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Instrumental music ● Classroom music ● Ensemble music 	<ul style="list-style-type: none"> ● Instrument ● Workbook ● Device/laptop
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> ● Bachelor of Music ● Diploma of Music ● Bachelor of Arts 	<ul style="list-style-type: none"> ● Musician/performer ● Composer ● Teacher ● Musicologist

Music Investigation

<p><i>Music Investigation requires students to design an Investigation Topic based on their personal musical interests that has a performance-based outcome. This topic determines the scope, content and direction of the student's study across the year. The student's work for each Area of study, Outcome and assessment task, including the end-of-year performance examination, must draw on content relevant to the Investigation Topic. Classes involve both performance research in their topic and performances of works that are representative of that topic. Students' research of music characteristics and performance practices representative of the topic underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study.</i></p>	Folio?
	Yes
	Edrolo?
	No
<p>Work involved out of class</p>	
<p><i>Students are expected to be practising their instrument/s consistently throughout the year. It is recommended that students spend at least 2.5 hours (5x 30 minute practise sessions) a week specifically on the performance material for their topic, as well as additional time on research and analysis of relevant material.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance.</p>	<p>In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Niche areas of music ● Creative control over their studies ● Performing and composing music 	<ul style="list-style-type: none"> ● Performing ● Music analysis ● Individual research/study
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Music Performance ● Style and Composition ● Instrumental music and/or ensembles 	<ul style="list-style-type: none"> ● Required instrument ● Laptop/device ● Recording software
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Bachelor of Music ● Diploma of Music ● Bachelor of Arts 	<ul style="list-style-type: none"> ● Musician/performer ● Composer ● Teacher ● Musicologist

Music Performance

<p><i>Music Performance requires the use of an instrument to interpret and realise solo and group repertoire, and develop knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of the ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.</i></p>	<p>Folio?</p>
	<p>No</p>
	<p>Edrolo?</p>
<p>No. Musition and Auralia software required.</p>	
<p>Work involved out of class</p>	
<p><i>Students are expected to be practising their instrument/s consistently throughout the year. It is recommended that students spend at least 2.5 hours (5x 30 minute practise sessions) a week specifically on the performance material for their end of year exam, as well as additional time on research and analysis of relevant material.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.</p>	<p>Students further develop and refine their performance and musicianship skills. Students continue preparation of a performance program they will present in the end-of-year examination. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> • Playing music • Developing technical skills • Studying and analysing music 	<ul style="list-style-type: none"> • Performance workshops • Group-based activities • Music analysis and reports
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> • Music • Composition • Performing Arts 	<ul style="list-style-type: none"> • Instrument/s as required • Laptop/device • Music workbook
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> • Bachelor of Music • Diploma of Music • Bachelor of Arts 	<ul style="list-style-type: none"> • Musician/performer • Composer • Teacher • Musicologist

Style and Composition

<p><i>In Music Style and Composition students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop an understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music. Students compose a range of their own musical works in both short and long forms, with some works submitted for external assessment by the VCAA.</i></p>	Folio?
	Yes
	Edrolo?
	No
<p>Work involved out of class</p>	
<p><i>While not strictly a performance-based class, students are expected to be practising their instrument/s consistently throughout the year and/or dedicating time to recording music. It is recommended that students spend at least 2.5 hours (5x 30 minute practise sessions) a week specifically on instrumental practise, creative practise, and composing/recording, as well as additional time on research and analysis of relevant material.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Students explore musical works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of musical elements and compositional devices, and study two specific pieces of music. Students compose short musical works to practise the creative use of this knowledge and skill.</p>	<p>Students expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. Students develop knowledge about the music characteristics and style of one musical work created since 1950, and develop an understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.</p>
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● Composing/song writing ● Studying music ● Recording music 	<ul style="list-style-type: none"> ● Composing music ● Active listening ● Research
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Music ● Modern history ● Songwriting 	<ul style="list-style-type: none"> ● Laptop ● Subject folder ● USB/Hard drive
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Advanced Diploma of Music ● Bachelor of Music ● Bachelor of Creative Technologies 	<ul style="list-style-type: none"> ● Composer (music, film, TV, etc) ● Musician ● Musicologist

Theatre Studies

<p><i>In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners and theatre making.</i></p>	Folio?
	No
	Edrolo?
	No
<p>Work involved out of class</p>	
<p>Please Note: In Unit 3 there are a substantial amount of out of hours rehearsal, production development and production prep work over a number of full weekends. Full production nights generally finishing around 10.30pm.</p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Unit 3: Producing Theatre (i) Staging theatre, (ii) Script interpretation and (iii) Analysis and evaluation of theatre</p>	<p>Unit 4: Presenting An Interpretation (i) Researching theatrical possibilities, (ii) Monologue interpretation and (iii) Performance analysis and evaluation</p>
<p>Appeals to students who...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> • Have an interest in extending and developing their appreciation of theatre • Have an interest in working in production roles (acting, direction, set designer etc) to contribute to the interpretation of theatrical scripts • Have an interest in extending and developing their skills in analysing and evaluating theatrical and performance based work of others and their own 	<ul style="list-style-type: none"> • Theatrical Production • Script interpretation • Undertaking work in production roles • Monologue interpretation as actor/director or designer • Analysis and evaluation
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> • Year 11 Theatre Studies • Drama • Fashion, Vis Com, Studio Arts 	<ul style="list-style-type: none"> • Laptop • Subject folder
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> • Theatrical design (Costume, Set etc) • Production Technologies (Lighting, Sound etc) • Acting, Direction, Dramaturg, Stage Management, Events Management 	<ul style="list-style-type: none"> • Various

VET Music Industry (*Performance Specialisation*)

<p><i>This program enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. The VET courses prepare students for work in the music industry in areas such as performance, critical listening, music management and music promotions. The course focuses on group performance, and students will mostly work in group-based or ensemble settings. Students complete three main assessments across Terms 1 - 3, before completing a performance based exam during Term 4. There is no theory assessment for this course, however students will study elements of music theory and music language as part of learning how to communicate with other musicians in the industry.</i></p>	Folio?
	Yes
	Edrolo?
	No
<p>Work involved out of class</p>	
<p><i>Students are expected to be practising their instrument/s consistently throughout the year. It is recommended that students spend at least 2.5 hours (5x 30 minute practise sessions) a week specifically on the performance material for each assessment, as well as additional time on research and analysis of relevant material.</i></p>	
<p>Certificate III in Music Industry (Performance Specialisation) Units 3/4</p>	
<p>Units 3/4 are assessed together, with five units of competency used across three assessments:</p> <ul style="list-style-type: none"> ● SAC 1 <ul style="list-style-type: none"> ○ Prepare for performance (CUAMPF302) ● SAC 2 <ul style="list-style-type: none"> ○ Develop improvisation skills (CUAMPF305) ○ Develop and maintain stagecraft skills (CUAMPF402) ● SAC 3 <ul style="list-style-type: none"> ○ Develop technical skills in performance (CUAMPF301) ○ Perform as part of a group (CUAMPF404) 	
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● Performing music ● Working in groups ● Learning new music 	<ul style="list-style-type: none"> ● Performance group work ● Learning repertoire ● Research to inform performance
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Music Performance ● Music Investigation ● Industry based programs 	<ul style="list-style-type: none"> ● Instrument/s and relevant accessories ● Laptop/device ● Workbook
<p><i>Typically leads to...</i></p>	
Courses	Careers
<ul style="list-style-type: none"> ● Diploma/Advanced Diploma of Music ● Bachelor of Music ● Bachelor of Applied Business (Music Management) 	<ul style="list-style-type: none"> ● Musician ● Composer ● Band management ● Music critic

VET Music Industry *(Sound Production specialisation)*

<p>This subject focuses on recording and mixing musical performances (at concerts and in the studio). Students make use of the Swinburne Recording studio to record fellow students. Students will learn how to edit, record and mix a song, use effects and processors and set up for live concerts. Units 3 and 4 offer a scored assessment and can count to a students ATAR.</p> <p>Highly advised:</p>	Folio?
	N
	Edrolo?
	N
<p>Work involved out of class</p>	
<p><i>The course is designed to be completed within the allocated class time. The only tasks that are needed to be completed outside of class time is study for the exam.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Operate sound reinforcement system Install and disassemble audio equipment</p>	<p>Mix music in a studio environment Manage audio input sources Record and mix a basic music demo</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Enjoy recording music ● Enjoy composing music ● Enjoy playing music 	<ul style="list-style-type: none"> ● Setting up Sound Systems ● Recording musicians ● Mixing recordings
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Music Composition ● Sound production ● Music Performance 	<ul style="list-style-type: none"> ● Laptop ● USB
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Sound Production courses of various levels (Cert IV to Degree) <ul style="list-style-type: none"> ○ RMIT ○ Polytechnic ○ Monash ○ JMC ○ Box Hill TAFE 	<ul style="list-style-type: none"> ● Recording Engineer ● Live Sound Engineer ● Sound for Film/Video ● Sound for Theatre ● Composer for film/Video Games/Advertisements ● Musician/Producer

Food Studies

<p>Yr 12 Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Yr 12 Food Studies provides a framework for informed and confident food selection and food preparation within today's complex world of influences and choices.</p> <p>Highly advised: <u>Students must already have basic cooking skills.</u> It is preferable, but not essential that students have studied Year 11 Food Studies. There is a substantial amount of written work (approximately 60% of the course).</p>	Folio?
	NO
	Edrolo?
YES	
Work involved out of class	
<i>Edrolo, some homework tasks, SAC prep and research.</i>	
Unit 3	Unit 4
<p>Food in daily life: Students look at the process of Digestion, Satiety and Appetite, Sensory testing of food, Macro and Micro Nutrients, The Australian Dietary Guidelines, Food handling, health and safety, Different methods of cooking foods, The Science of Food - properties and functions, Australian Eating Patterns, Social Factors that Influence Healthy Eating, Food and the Media, Today's Food Consumers.</p>	<p>Environment and ethics; including Global Food Security, Sustainability, Ethical Food Production, Food Production and the Environment. The second outcome relates to: 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.</p>
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● Would like to explore the world of food. ● Want to understand food, health and well-being and how they are interrelated. ● Can cook and would like to extend their knowledge and repertoire. 	<ul style="list-style-type: none"> ● Practical productions (with accompanying reports) ● Tests, ● Research assignments and group work.
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Humanities ● Health 	<ul style="list-style-type: none"> ● Laptop ● Subject folder
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> ● Hospitality - many different aspects, e.g. front of house, back of house, waiter, sommelier. ● Bachelor of Arts ● Bachelor of Education + 1 yr training specialising in Home Economics. 	<ul style="list-style-type: none"> ● Dietician, ● Food processing technician/laboratory assistant, ● Food Manufacturing, ● Environmental Health Officer,

Product Design & Technology

<p>Students will be working with an end-user or target market. Students develop a Design Brief and Design solutions and ultimately a garment or product for their particular end-user or target market group. We work in fabric, wood, metal and plastics/resin.</p> <p>HIGHLY ADVISED: to be interested in design/ drawing</p>	Folio?
	Yes
	Edrolo?
	No
Work involved out of class	
<p><i>It would be expected that students would work at least an hour after every class and another hour on the weekend/ or wednesdays</i></p>	
Unit 3	Unit 4
<p>In Unit 3 students write an end-user profile, a design brief, an evaluation criteria table, some research and then they design a range to suit their design brief. They then undertake materials and processes testing, gain some feedback from their end-user/ target market and select a preferred option and develop a work plan.</p>	<p>Unit 4 requires that you produce the chosen garment or product/s for your end-user/ target market. In that time you develop your design and pattern then cut, join and make your product using safe and correct processes to achieve a quality finished product. Students then evaluate how their product meets the design brief they set up in Unit 3.</p>
Appeals to students who are ...	Typical tasks include...
<ul style="list-style-type: none"> Interested in developing garment/jewellery/product making and designing skills Wishing to develop a folio. Interested in making furniture and jewellery 	<ul style="list-style-type: none"> Written design brief, analytical assessment procedures Drawing and sketching skills Materials testings Product development
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> PD&T at lower levels Art and design subjects Studio Art 	<ul style="list-style-type: none"> Laptop Nelson:Product Design and Technology VCE Units 1- 4 (4th Edition)
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> Apprenticeships, TAFE, Degree and <u>Diploma courses all over Australia</u> 	<ul style="list-style-type: none"> Designer Pattern maker Engineer

Biology

<p><i>Biology seeks to understand and explore the nature of life, past and present. It explores the relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity across generations.</i></p> <p>Highly advised: Students have completed Units 1&2 Biology or at least General Science to Year 10</p>	Folio?
	No
	Edrolo?
	Yes
Work involved out of class	
<p><i>Students are expected to commit a minimum of 2 hours per week to work outside of class. This will be a combination of specific homework tasks, completion of classwork, revision for assessment tasks and accessing Edrolo videos and questions.</i></p>	
Unit 3	Unit 4
<p>Topics in Unit 3 include:</p> <ul style="list-style-type: none"> ● Cell processes <ul style="list-style-type: none"> ○ Cell biology ○ Enzymes ○ Photosynthesis/Cellular respiration ● Cell communication <ul style="list-style-type: none"> ○ Cell signals ○ Responding to antigens ○ Immunity 	<p>Topics in Unit 4 include:</p> <ul style="list-style-type: none"> ● Species relatedness <ul style="list-style-type: none"> ○ Genetic make-up ○ Determining relatedness ○ Human change over time ● Human impact on biological processes <ul style="list-style-type: none"> ○ DNA manipulation ○ Biological knowledge and society ● Practical investigation
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● The natural world and understanding how and why it works ● Relating biological theory to real-world situations and scenarios ● Completing practical activities and writing practical reports ● A challenge – this subject is very content heavy and moves at a fairly fast pace 	<ul style="list-style-type: none"> ● Textbook questions ● Worksheets ● Group work/discussions ● LOTS of past exam questions ● Edrolo
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● General Science ● Human body biology ● Genetics 	<ul style="list-style-type: none"> ● Laptop ● Subject specific notebook ● Subject specific plastic pocket folder
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> ● Science/Biomedicine/Health Science ● Environmental science/Zoology 	<ul style="list-style-type: none"> ● Doctor/Nurse/Midwife/Dentist ● Veterinarian/Zoo keeper/Animal shelter ● Researcher (varied fields)

Chemistry

<p><i>Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.</i></p>	Folio?
	No
	Edrolo?
	Yes
<p>Work involved out of class</p>	
<p><i>Students are expected to keep up with content through questions and experiment write ups.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>How can chemical processes be designed to optimise efficiency?</p> <ul style="list-style-type: none"> • What are the options for energy production? • How can the yield of a chemical product be optimised? • Practical Investigation 	<p>How are organic compounds categorised, analysed and used?</p> <ul style="list-style-type: none"> • How can the diversity of carbon compounds be explained and categorised? • What is the Chemistry of food?
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> • Experiments • Maths • Problem Solving 	<ul style="list-style-type: none"> • Reports • Experiments • Investigations
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> • Science • Maths 	<ul style="list-style-type: none"> • Laptop • Subject folder •
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> • Science • Engineering • Medicine • Bio-Med 	<ul style="list-style-type: none"> • Engineer • Medicine • Research

Physics

<p><i>Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.</i></p>	Folio?
	No
<p>Highly advised: Students have completed Maths up to Year 10</p>	Edrolo?
	Yes
<p>Work involved out of class</p>	
<p><i>Students are expected to complete a series of coursework booklets. These booklets contain exam style questions and in most cases are completed at home.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Topics covered in Unit 3 include:</p> <ul style="list-style-type: none"> ● Gravitational, Electrical and Magnetic Fields ● Generating Electricity ● Motion 	<p>Topics covered in Unit 4 include:</p> <ul style="list-style-type: none"> ● Interactions of Light and Matter ● Practical Investigation
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● Science ● Maths ● Understanding the world around them 	<ul style="list-style-type: none"> ● Conducting Experiments ● Solving problems ● Using formula
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Maths ● Science ● Environmental Sciences 	<ul style="list-style-type: none"> ● Laptop ● Subject folder
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Science ● Astronomy ● Engineering ● IT 	<ul style="list-style-type: none"> ● Engineer ● Architect ● Project Manager ● Researcher

Psychology

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.	Folio?
	No
	Edrolo?
	Yes
Work involved out of class	
<i>It is expected that students will get the class notes and review the class slides prior to each class. This should take approximately 1-2 hours per week. There are also the occasional Wednesday Key Science Skills sessions which run for one hour 3-4 times per term.</i>	
Unit 3	Unit 4
<u>Stress and the Nervous system</u> <ul style="list-style-type: none"> What is the role and function of the nervous system? What is stress and how does it affect us? What are effective ways of managing stress? <u>Learning and memory</u> <ul style="list-style-type: none"> How do we learn? What are the underlying biological and psychological mechanisms of learning? How does our memory work? What are the underlying biological and psychological mechanisms of memory? 	<u>Sleep & Consciousness</u> <ul style="list-style-type: none"> How does normal waking consciousness differ from altered states of consciousness? How do we measure consciousness? What is sleep and what function does it serve? How can we treat sleep disturbances? <u>Mental Health & Phobias</u> <ul style="list-style-type: none"> What is the difference between mental illness and mental health? How can we preserve mental health? What are the biopsychosocial underpinnings of phobias?
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> Human behaviour Experiments The mind Human experience 	<ul style="list-style-type: none"> Extended response questions Coursework booklets Scientific poster Research methods
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> Sociology Health Biology 	<ul style="list-style-type: none"> Laptop Subject folder
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> Bachelor of Psychology Bachelor of Social Work Bachelor of Social Sciences Bachelor of Arts (Psychology) 	<ul style="list-style-type: none"> Social Work Psychologist Mental Health Practitioner Youth Work Counsellor

Art

<p><i>Art is a subject that offers students the opportunity to choose their own topic / theme to respond to, through the development of a folio and artworks, for the whole year of study. This personalised topic can morph and change through their practical investigation in their folio. Students are able to respond to this topic through a range of art forms, including; painting, drawing, printmaking, photography, sculpture, mixed media, collage, ceramics, digital art. Students analyse and interpret artworks using the analytical frameworks.</i></p> <p>Please Note: In Art students work independently and proactively in researching, investigating and developing their own personal topics for the duration of the year. You need to be motivated and engaged!</p>	Folio?
	Yes
	Edrolo?
	No
<p>Work involved out of class</p>	
<p><i>For each class attended at school, it is expected that students would commit an hours homework to continue to develop their folio through researching and investigating their topic.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Outcome 1: Using the four 'analytical frameworks' to analyse and interpret artworks made before and after 1990. Researching the meanings and messages of artworks.</p> <p>Outcome 2: Investigation and interpretation of artworks through the production of a folio. Students work on a topic/theme of their choice to produce a folio and at least 1 finished artwork.</p>	<p>Outcome 1: Researching and discussing art in relation to key arts issues and ideas, and the role of art in society.</p> <p>Outcome 2: Continued investigation and interpretation of artworks through the production of a folio which develops Unit 3 work further. Students work on a topic/theme of their choice to produce a folio and at least 1 finished artwork.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● To immerse themselves in a topic / theme of their choice to make art about ● To investigate a range of art forms and mediums in practical work. ● Analysing artists and their artworks. 	<ul style="list-style-type: none"> ● Practical artmaking throughout the year ● Trialling and investigating the use of different art materials and techniques. ● Visits to galleries to view and experience artworks.
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Studio Arts ● Media ● Product Design & Technology ● Visual Communication Design 	<ul style="list-style-type: none"> ● Laptop ● Folio ● Art-iculate textbook
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> ● Fine Arts ● Visual Arts ● Visual merchandising ● Design 	<ul style="list-style-type: none"> ● Artist ● Arts Management ● Curator ● Academic / Teacher

Media

<p>Stories in all their forms are at the heart of the media and its relationship with audiences. In Unit 3 and 4 Media students analyse media concepts, forms and products in an informed and critical way. They examine debates about the media's role in contributing to and influencing society. Over the course of the year students develop, design, produce and seek feedback about a media product of their creation, strengthening their communication skills and technical knowledge in producing their own stories. Students with an interest in storytelling, an aptitude in digital applications, and an ability to manage their time well will thrive in Unit 3 and 4 Media.</p> <p><i>It is highly advised that students first complete Unit 1 and/or Unit 2 Media as this will equip them with the necessary understanding and skills required to make the most of their Year 12 studies in Media.</i></p>	Folio?
	Yes
	Edrolo?
	Yes
<p>Work involved out of class</p>	
<p><i>A minimum of two hours of study outside of class a week is required for a satisfactory result for this course. Above this is recommended, especially in the development of the student's folio.</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<p>Narrative and ideology: Students study two popular and current feature films to learn how they are constructed to appeal to audiences and reinforce or oppose popular beliefs.</p> <p>Media production development: Students select a media form of their choice to research and develop skills that they will use in the completion of their production. Media forms include: video, sound, animation, photography, print, or convergent media.</p> <p>Media production design: Students create a design for a media production in the media form of their choice.</p>	<p>Media production: Students create the production they designed in Unit 3, charting their progress in a production journal.</p> <p>Agency and Control in and of the Media: Students learn about the ways in which the relationship between the media and audiences has changed over time, researching case studies where texts have been regulated for legal, ethical or moral reasons.</p>
<p>Appeals to students who like...</p>	<p>Typical tasks include...</p>
<ul style="list-style-type: none"> Consuming and discussing narratives from different forms (e.g. movies, TV, etc.) Discussing ideas about the power the institution, creator and consumer hold Making their own media products Learn about new technologies/ equipment 	<ul style="list-style-type: none"> Class discussions Analysing feature films Pitching your ideas Using a range of equipment Editing videos
<p>Appeals to students who have studied...</p>	<p>Additional subject material</p>
<ul style="list-style-type: none"> Performing arts (drama, music) Visual Communication Design Photography The Englishes Sociology Business 	<ul style="list-style-type: none"> Laptop 1 TB external hard drive or higher storage Headphones Textbook
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> Bachelor of Arts (Writing, Animation, etc.) Media and Communication (Journalism, Advertising, Public Relations, etc.) Fine Arts (Photography, Digital Media) Media production courses 	<ul style="list-style-type: none"> Filmmaking Design (graphic, textiles, etc.) Advertising Journalism Teaching

Studio Art Photography

<p><i>Students develop an Exploration Proposal and Work Plan to outline how they will explore their chosen theme. They investigate related ideas, sources of inspiration, artforms, materials, techniques and aesthetic qualities. From exploratory work in Unit 3, they formulate Potential Directions which are used to produce final artworks in Unit 4.</i></p> <p>Please Note: Students must be motivated to work independently outside of class to progressively develop their ideas and skills on a weekly basis. Experience doing a folio subject is advised but not a requirement.</p>		Folio?
		Yes
		Edrolo?
		Yes
Work involved out of class		
Progressive development of exploratory studio process with annotation in the visual diary (2 hours approx. weekly). May include: scheduling and conducting photoshoots - in and outside of school, use of the darkroom/ studio, use of Photoshop (provided to each student) annotation.		
Unit 3	Unit 4	
<p>Outcome 1 & 2 – Develop an Exploration Proposal that defines your theme, ideas and working methods. Photographically explore ideas, sources of inspiration, materials, techniques, art elements & principles to produce a range of Potential Directions for final artworks. Document and annotate the studio process in the visual diary.</p> <p>Outcome 3 - Research and analyse two artworks by two artists from different historical and cultural contexts.</p>	<p>Outcome 1 & 2 - Refine and resolve ideas from Potential Directions generated in Unit 3 to produce a cohesive folio of (at least 2) finished artworks. Provide visual documentation of your refinement process. Evaluate final artworks.</p> <p>Outcome 3 - Investigate different exhibition spaces (visit at least two) and investigate aspects of the art industry, such as the preparation, presentation, promotion and preservation of artworks.</p>	
Appeals to students who...	Typical tasks include...	
<ul style="list-style-type: none"> • Are passionate about art or photography • Want to expand their photographic skills. • Enjoy experimentation and discovery • Want to develop ideas creatively 	<ul style="list-style-type: none"> • Exploring photographic techniques • Developing and refining ideas • Documenting and annotating work • Researching and analysing artworks 	
Appeals to students who have studied...	Additional subject material	
<ul style="list-style-type: none"> • Unit 1 and 2 Studio Art or Art • Photography courses • Media, Visual Communication 	<ul style="list-style-type: none"> • Visual Diary • Cameras, lenses, lighting... Photoshop • (School provides a range of these) 	
<i>Typically leads to...</i>		
Courses	Careers	
<ul style="list-style-type: none"> • Bachelor of Fine Art/ Photography • Diploma of Visual Arts • Commercial Photography • Media Courses • Photography development courses 	<ul style="list-style-type: none"> • Photographer / photojournalist • Cinematographer, Photographic assistant, wedding photographer • Artist, Art Historian, Art Teacher, Critic • Gallery Professional / Curator 	

Studio Art: Textiles

<p><i>Using Textiles techniques, students will work on an Independent topic of their choice to create wearable art, costume design or upholstery pieces. Students draw and trial techniques under their conceptual possibilities and come up with a folio of inspiration. Potential directions are identified and form the basis of Artworks to be created for unit 4.</i></p>		Folio?
		Yes
<p>Highly advised: Students should be able to work independently</p>		Edrolo?
		Yes
<p>Work involved out of class</p>		
<p><i>Students should complete approximately 3 hours of homework a week and keep working independently on their folio</i></p>		
<p>Unit 3</p>		<p>Unit 4</p>
<p>Students explore ideas based around an area of personal interest. Their first outcome focuses on the development of an Exploration Proposal. The second focus looks at the exploration of a number of ideas leading to a range of potential directions for finished works of art. The third focus researches and analyses artists and their work, and the rights of artists.</p>		<p>Students can work in a medium/media of their choice. Their first outcome focuses on the development of an Exploration Proposal. The second focus looks at the exploration of a number of ideas leading to a range of potential directions for finished works of art. The third focus researches and analyses artists and their work, and the rights of artists.</p>
<p>Appeals to students who like...</p>		<p>Typical tasks include...</p>
<ul style="list-style-type: none"> ● Enjoy the process of creating art and working in art areas of their choice. ● Enjoys studying/ finding out about the art work of others. ● Interested in developing a folio of work 		<ul style="list-style-type: none"> ● Drawing ideas ● Sewing, dyeing, felting, beading, painting on fabric, printing techniques ● Identifying and Evaluating Potential directions ● Visiting Art galleries
<p>Appeals to students who have studied...</p>		<p>Additional subject material</p>
<ul style="list-style-type: none"> ● Other Studio Arts subjects ● Product design & Technology ● Art 		<ul style="list-style-type: none"> ● Edrolo ● Worked examples in class
<p><i>Typically leads to...</i></p>		
<p>Courses</p>		<p>Careers</p>
<ul style="list-style-type: none"> ● Diploma of Visual Arts/ Fine Arts (TAFE) Bachelor of Fine Arts/ Visual Arts (Uni) ● 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. 		<ul style="list-style-type: none"> ● Textiles Artist ● Graphic Designer ● Visual Merchandising ● Textile Design ● Costume Designer ● Stage and Set design

Studio Arts

<p><i>Studio Arts offers students the opportunity to select their own topic to respond to when making art, through the development of a folio which starts with an Exploration Proposal written by the student and concludes with finished artworks. Students are able to respond to their personal topic through choosing a selected art form to work in throughout the year. Students can select from; painting, drawing, printmaking, photography, sculpture, mixed media, collage, ceramics, digital art or by negotiation with the teacher. Students attend excursions to galleries to view exhibitions and learn about curation.</i></p> <p>Please Note: In Studio Arts students work independently and proactively in developing their own personal topics for the duration of the year.</p>	Folio?
	Yes
	Edrolo?
Yes	
Work involved out of class	
<p><i>Students are encouraged to visit a range of galleries to view artworks in exhibitions. For each class attended at school, it is expected that students would commit an hours homework to continue to develop their folio through researching and investigating their topic.</i></p>	
Unit 3	Unit 4
<p>Outcome 1: Exploration Proposal Students write their own “exploration proposal” which outlines the parameters for the focus of their folio topic for the year.</p> <p>Outcome 2: Studio Process Students create a visual folio which reflects all of their ideas and concepts for their topic, through investigation in art making</p> <p>Outcome 3: Artists & Studio Practices Students select artists to analyse through the study of artworks.</p>	<p>Outcome 1: Production & Presentation create a <u>minimum</u> of two finished artworks in their chosen artform for the year.</p> <p>Outcome 2: Evaluation Students write a formal reflective “evaluation” to finalise their folio for the year.</p> <p>Outcome 3: Art Industry Contexts Students attend a range of excursions to public, private and commercial galleries/museums to learn about the arts industry and artworks in exhibitions.</p>
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none"> ● To commit themselves to a topic of their choice to make art about. ● To work in a selected art form (medium) when making artworks. ● Analysing artists and their artworks. ● Visiting galleries and exhibitions. 	<ul style="list-style-type: none"> ● The development of a folio that reflects trial and error in art making. ● Investigating the use of different art materials and techniques. ● Production of artworks. ● Excursions to galleries.
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> ● Art ● Media ● Visual Communication Design 	<ul style="list-style-type: none"> ● Laptop ● Folio ● Art-isan textbook
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> ● Fine Arts / Visual Arts ● Visual merchandising ● Design 	<ul style="list-style-type: none"> ● Artist ● Arts Management / Curator ● Academic / Teacher

Visual Communication Design

<p><i>Visual Communication Design examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students have the opportunity to investigate the work and practices of contemporary designers, and draw upon this knowledge as inspiration to support the development of their own design work. Students employ a design process to generate and develop visual communications, shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.</i></p> <p>Highly advised: Completion of Unit 1 and/or Unit 2 VCD, aptitude for digital applications, ability to work independently and time manage</p>	Folio?
	Yes
	Edrolo?
	Yes
<p>Work involved out of class</p>	
<p><i>Students should expect to do at least 2-4 hours of homework a week for this subject</i></p>	
<p>Unit 3</p>	<p>Unit 4</p>
<ul style="list-style-type: none"> Analyse and create designs for three design fields of Communication, Environmental and Industrial. Research the design process and professional practice of 3 contemporary designers from each field. Write a design brief that will form the basis of a SAT design process that will flow into Unit 4. Undertake research, drawing from observation, apply design thinking, and generate ideas through visualisations to address the needs outlined in the design brief. 	<ul style="list-style-type: none"> 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 finished production techniques. Devise a strategy to pitch the fully resolved finished presentations to the client or substitute.
Appeals to students who are...	Typical tasks include...
<ul style="list-style-type: none"> Passionate about art and design, style, aesthetics, trends and technology Digitally fluent and capable Wishing to pursue a design based or communications career path Confident drawers - freehand, digital or instrumental 	<ul style="list-style-type: none"> Generating concepts and finished designs to meet Communication, Industrial and Environmental design briefs. Analysis of existing designs Writing a design brief and using the design process to guide the development and presentation of final designs.
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> Visual Communication Design Product Design and Technology Media Business Studio Arts 	<ul style="list-style-type: none"> Laptop Textbook A3 Presentation Folder Art & design materials Hard drive and USB
<p><i>Typically leads to...</i></p>	
<p>Courses</p>	<p>Careers</p>
<ul style="list-style-type: none"> Design (Visual Communication) Advertising / Marketing / UX / Web Design / Digital Media / Game Design / Animation / Visual Merchandising Architecture / Landscape Design & architecture / Interior Design Industrial Design 	<ul style="list-style-type: none"> Graphic Designer / Copywriter / Advertising (creative) / Illustrator / Visual merchandiser / Typographer / Character designer / Animator Architect / Interior Designer / landscape designer / Industrial design / product designer /