

SWINBURNE SENIOR SECONDARY COLLEGE



2020 YEAR 11 SUBJECT DESCRIPTIONS

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ENGLISH SUBJECTS

(students must choose at least one)

Which English is right for me?

English	English Language*	Literature
<p>English explores how writers and directors present their views and values, and how they construct a text for a reader or audience.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> Analyse the ways writers argue their point of view in the media Analyse film and novels to interpret their meaning Present a point of view Write a creative text response Compare two texts in a text response Consider the effect texts have on an audience Written and oral communication skills 	<p>English Language explores the construction of words and sentences and the ideas conveyed through language.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> Word origins and grammar Changes in language over time Sub-systems of language Metalinguage Contemporary examples, including analysing slang and taboo language Explore audience and purpose Language acquisition (how babies learn) Analytical commentaries on transcripts Language in Australia, including Aboriginal English and ethnolects 	<p>Literature explores language and the stylistic and aesthetic qualities of texts.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> Write creatively on a text Explore critical theory Investigate the contexts of texts Unearth the writer's views and values Study text adaptations Classic and contemporary texts Closely analyse language Look more deeply at the meanings of texts Study a wider variety of forms, including poetry, short stories, films, novels and plays
<p>The all rounder</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in understanding how texts are constructed and how they influence their audiences, including fiction, film & media Wanting to choose a familiar course Wanting to build literacy skills Careers in anything that requires you to read, write, speak and think. 	<p>Close up on language</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in English as a language or studying a second language Wanting to try something different, with more concrete answers Careers in speech pathology, sociology, teaching and where root words are important: medicine (veterinary and nursing), law, science and mathematics <p>*Studying Unit 1 & 2 is highly recommended for those intending to study Units 3 & 4</p>	<p>For those who love reading and writing</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in reading a variety of texts with different audiences and purposes Wanting to explore Literature Wanting to read texts from different time periods Careers in writing, law, criticism, journalism, publicity, publishing, media and education

EAL: Have you been in Australia for less than seven years and English is not your first language? If so, ask about your eligibility.

Things you will do in your English subject in VCE...

In year 11...	English	English Language	Literature
You will write essays	✓	✓	✓
You will write creatively	✓	✗	✓
You will read	✓	✓	✓
Novels	✓	✗	✓
Short stories	✓	perhaps	✓
Media Articles	✓	✓	✓
Film	✓	perhaps	✓
Poetry	✗	perhaps	✓
Non-fiction texts	✓	✓	✓
Academic articles or criticism	✗	✓	✓
You will complete an oral presentation	✓	✗	✓
You will participate in class discussions	✓	✓	✓
You will complete learning tasks and assessment tasks	✓	✓	✓

English

<p>In English we read and discuss our understanding of a diverse range of texts including fictional stories, films, speeches, news reports, plays and images. We write about the texts in a variety of essay styles. You learn to evaluate, discuss and explore texts; to write creative, persuasive and analytical responses; and, to compare aspects of different texts. You also learn how to use language to persuade other people to your point of view.</p> <p><i>Although studying English is compulsory in the VCE, you can choose from English, English Language and Literature. Refer to the document “Which English is right for me?” for more information about the different streams.</i></p>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
<p><i>Students are expected to read or view the texts in their own time. They should expect to complete short homework pieces on a regular basis.</i></p>		
Unit 1		Unit 2
Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.		Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.
Appeals to students who...		Typical tasks include...
<ul style="list-style-type: none"> • Like reading and watching films • Love to discuss, analyse and debate interpretations of books and films • Enjoy discussing people, their behavior and their relationships • Enjoy creative and analytical writing 		<ul style="list-style-type: none"> • Annotating texts and using evidence to present a point of view • Reading novels, watching films and reading media • Writing essays and stories and creating multimedia presentations • Working independently and in groups • Reviewing and analysing your own work
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • English • Creative writing • Media 		<ul style="list-style-type: none"> • Laptop • Subject folder • Prescribed texts
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Humanities/Arts courses at TAFE and university including literary criticism, journalism, editing and creative writing • Prerequisite for many courses at university and some TAFE courses 		<ul style="list-style-type: none"> • Author • Journalist • Teacher • Editor • Librarian/information technology

English Language

<p>English Language is a linguistics and sociolinguistics subject. We learn about the nature and function of human language, including it's vital role in communication. We learn to systematically analyse all parts of language, from sounds made by the mouth, to words, sentences, texts, and meaning. We describe language variation objectively, without making value judgements. We study how humans learn language, and how English has evolved over time.</p> <p>Highly advised: This is an advanced English subject. Students are expected to memorise the specialised vocabulary of the course. Students who study a foreign language are highly recommended for this course.</p>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
Memorising cue cards with linguistics terminology, learning about grammar, answering questions from the textbook, writing reports, and preparing for SACs.		
Unit 1		Unit 2
We study the nature of language, including the similarities and differences between written, spoken, and sign language. We learn about the stages of language acquisition and the psychology of how children learn language. We learn to describe and analyse the parts of language, including sounds, words, sentences, texts, and meaning.		We learn about the history of the English Language, including how it has evolved over time. We study the Indo-European language family and learn about which languages English is most closely related to. We study the varieties of English spoken in different parts of the world. We study individual words, and trace how their meaning has shifted over time.
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Learning facts about languages • Learning new specialised terms to analyse and understand language • Learning new concepts • Content based subjects with right and wrong answers 		<ul style="list-style-type: none"> • Reading the textbook and answering questions, problem solving, class discussions, and quizzes • Writing short answer questions, essays, and analytical commentaries • Class discussions
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Foreign languages • Sociology, psychology, history • Literature, Creative Writing • Content-based subjects (eg. science) 		<ul style="list-style-type: none"> • Laptop • Subject folder • Poster paper • Cue cards and highlighters
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Arts degree majoring in Linguistics and Applied Linguistics or similar • Editing, Publishing, Media, PR, Communications, Education • Science, Engineering, Medicine, Legal Studies, Law, Information Technology 		<ul style="list-style-type: none"> • Linguist, Field Researcher, Research Assistant, Academic, Tutor • Editor, Publisher, Writer, Journalist Proofreader, Social Media commentator • Teaching, Medicine, Nursing, Law

Literature

<p>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. Classes include small group and whole class discussions, that incorporate analysis of views and values as represented through the texts we study. Year 11 Literature includes an excursion to the theatre.</p> <p>Highly advised: Students should be prepared to read all set material</p>		Folio?
		No
		Edrolo?
		No
Work involved out of class		
<p><i>Work to be completed out of class amounts to about two hours per week.</i></p> <p><i>Out of class tasks include reading texts, finishing work from class, as well as activities such as short answer questions, summaries, annotations and writing essays.</i></p>		
Unit 1		Unit 2
<p>Students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.</p>		<p>Students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.</p>
Appeals to students who...		Typical tasks include...
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Defend an interpretation in discussion or writing 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
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Art Performing arts History 		<ul style="list-style-type: none"> Laptop Subject folder Books and pens An open, enquiring mind
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> Arts courses Journalism Creative & Performing Arts 		<ul style="list-style-type: none"> Writer Journalist Editor or reviewer Academic or teaching careers

PERFORMING ARTS SUBJECTS

MUSIC SUBJECTS

Which music subject is right for me?

Music Performance	Music Style & Composition	Music Investigation (Unit 3/4 only)	VET Music Performance	VET Music Sound Production
<p>In Year 11, students perform both as a member of a group and also a solo performer. As they progress through the year, they explore how they would like to be assessed in the Year 12 exam (as a soloist or in a group). Students develop their performance skills, their technical skills on their instrument and their knowledge of music theory. This course caters for students with no prior knowledge of music theory and also those who have extensive knowledge and skills. In Unit 2 students also complete a composition.</p>	<p>Students study a range of music styles and pieces, including different eras/time periods, genres, and cultures.</p> <p>In Year 11, students learn the basics of composition and what music is made up of. They also study the use of music in film.</p> <p>In Year 12, students study three specific pieces and compose a range of musical works for external assessment.</p> <p>At each level students develop the skills required to analyse and discuss music, both in known and unknown contexts.</p>	<p>Students select a niche area of music, such as a certain style, artist, era, or technique/s, based on their musical interests to develop an Investigation Topic on.</p> <p>This subject suits advanced Year 11 students as well as Year 12 students.</p> <p>Students study and analyse a range of material on their selected topic in order to develop a repertoire that is performed regularly throughout the year, culminating in an end of year performance exam. There is no assessed theory component.</p>	<p>Students take part in a mixture of group and solo performance work with a focus on expanding performance skills through analysis of musical styles which they then apply to their own musical performances and compositions.</p> <p>In Year 11, students will study issues that affect a working musician, such as music copyright and music industry knowledge.</p> <p>In Year 12, there is an increased focus on Improvisation and Stagecraft. Students work predominantly in groups, completing multiple performances and preparing for an end of year exam.</p>	<p>In Year 11, students develop a broad knowledge base of the music industry. They are introduced to using analog and digital mixers, editing and mixing songs on a Digital Audio Workstation (DAW), setting up microphones for recording, copyright in the music industry, setting up sound systems and working safely in the industry.</p>
<p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in improving performance skills Wanting to improve their skills on the instrument. Wanting to perform in a band or group Wanting to learn music theory. 	<p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in developing their composition skills Understanding more about why music sounds the way it does 	<p>This subject is for those:</p> <ul style="list-style-type: none"> Who have an interest in a niche area of music Who like self directed learning 	<p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in improving performance skills Wanting to improve their skills on the instrument. Wanting to perform in a band or group Wanting to expand their music industry knowledge. 	<p>This subject is for those:</p> <ul style="list-style-type: none"> Interested in using computers to make music Interested in recording their own or others music looking to work in the music industry Want to release their own music

Things you will do in your Music subject in VCE...

In Year 11 you will...	Music Performance	Music Composition	Music Investigation (Unit 3/4 only)	VET Music Performance	VET Music Production
<i>Perform on your instrument</i>	✓	✓	✓	✓	<i>Not the focus, but you can record your</i>
<i>Compose music</i>	✓	✓	✓	✓	<i>Not the focus, but is developed in the class</i>
<i>Develop your knowledge of music theory</i>	✓	✓	✓	✓	
<i>Be assessed on music theory</i>	✓	✗	✗	✗	
<i>Develop your ability to describe music</i>	✓	✓	✓	✓	
<i>Analyse music</i>	✓	✓	✓	✓	
<i>Develop your ability on your instrument</i>	✓	<i>not directly assessed</i>	✓	✓	
<i>Research performers/genres</i>	✓	✓	✓	✓	✓
<i>Use recording software</i>	✓ Not the focus	✓	✓	✓	✓
<i>Have instrumental lessons</i>	✓	✗	✓	✓	✗
<i>Perform in a group</i>	✓	✗	<i>student choice</i>	✓	✗
<i>Perform Solo</i>	✓	✗	<i>student choice</i>	✓	✗
<i>Participate in class discussions</i>	✓	✓	✓	✓	✓
<i>Complete learning tasks and assessment tasks</i>	✓	✓	✓	✓	✓

Music Performance

<p>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.</p> <p><i>Students must have instrumental lessons (either at the school or privately). Voice is an instrument. It is expected that students will have had lessons on their instrument before starting the course. If they have never had formal lessons they should be at a competent level.</i></p>	Folio?
	<i>N</i>
	Edrolo?
	<i>N</i>
Work involved out of class	
<p><i>Students are required to practice their instrument (minimum of 50 mins a week) and complete coursework outside of class time (minimum of 30 mins a week). The more work students do outside of class, the faster they improve.</i></p>	
Unit 1	Unit 2
<p>Students will be assessed as both a soloist and a member of a group. Students will demonstrate to the teacher exercises that help them improve. Students will learn Musical language and be able to describe the elements of music, write and identify chords, scales, intervals, rhythmic and melodic passages.</p> <p>Approximately half of class time is dedicated to rehearsals.</p>	<p>Unit 2 has the same assessments as Unit 1, but with the addition of a composition assessment. Students will be guided through various strategies on how to compose a song.</p> <p>Approximately half of class time is dedicated to rehearsals.</p>
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none">● Perform music● Practise their instrument● Learn new songs● Learn music terminology and theory.	<ul style="list-style-type: none">● Rehearsing & Performing● Practising aural and theory skills
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">● Music● An Instrument (Voice included)	<ul style="list-style-type: none">● Laptop/folder● Music Performance Textbook● A music theory program will be supplied
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">● Music courses of various levels (Cert III to Bachelor's Degree)● Music courses: Performance or Composition	<ul style="list-style-type: none">● Musician● Composer for film/Video Games/Advertisements● Music teacher

Style and Composition

<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.</i>		Folio?
		Yes
		Edrolo?
		No
Work involved out of class		
<i>Students are expected to listen to and analyse music outside of class, as well as practising their composition skills.</i>		
Unit 1		Unit 2
Students explore musical works in three main styles/cultures to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They develop a knowledge of musical elements and compositional devices, as well as basic recording techniques. Students compose short musical works to practise the creative use of this knowledge and skill.		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 use of music in film. Students create an original music work for film and document their creative processes from initial intention to final outcome.
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
Typically leads to...		
Courses		Careers
<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

Music Investigation

<p>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.</p>		Folio?
		Yes
		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 performance material for their topic, as well as additional time on research and analysis of relevant material.</i></p>		
Unit 3		Unit 4
<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>
Appeals to students who like...		Typical tasks include...
<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
Appeals to students who have studied...		Additional subject material
<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
Typically leads to...		
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

VET Music Industry (Performance Specialisation)

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. <i>Students must have instrumental lessons (either at the school or privately). Voice is an instrument. It is expected that students will have had lessons on their instrument before starting the course. If they have never had formal lessons they should be at a competent level.</i>	Folio?
	N
	Edrolo?
	N
Work involved out of class	
A brief description of the average weekly out of class commitments (include a rough estimate of time and tasks)	
Unit 1	Unit 2
Students complete a range of assessments and tasks that are reflective of the current music industry, including: <ul style="list-style-type: none">• Practice and rehearsal techniques• Group performances• Songwriting and recording• Music analysis• Artist and genre research• An introduction to music copyright	Students complete a range of assessments and tasks that are reflective of the current music industry, including: <ul style="list-style-type: none">• Practice and rehearsal techniques• Group performances• Songwriting and recording• Music analysis• Artist and genre research• An introduction to music copyright
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none">• Performing on their instrument• Practicing their instrument• Listening to and discovering new music	<ul style="list-style-type: none">• Learning pieces/songs• Practicing/rehearsing• Performance assessments• Research tasks
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">• Music• Instrumental Lessons	<ul style="list-style-type: none">• Laptop• Subject folder•
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">• Music courses of various levels (Certificate IV - Bachelor of Music)	<ul style="list-style-type: none">• Musician• Teacher• Composer

VET Music Industry (Sound Production)

<p>In Year 11, students develop a broad knowledge base of the music industry. They are introduced to using analog and digital mixers, editing and mixing songs on a Digital Audio Workstation (DAW), setting up microphones for recording, copyright in the music industry, setting up sound systems and working safely in the industry.</p> <p><i>In the Unit 3 4 sequence students are able to receive a study score if they sit the exam. Students who complete both Units 1/2 and Units 3/4 will receive a Certificate III in Music Industry (Sound Production).</i></p>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
<p><i>The course is designed to be completed during class time and there is no expectation of out of class work unless students miss classes.</i></p>		
Unit 1		Unit 2
<p>Students will develop their skills in editing audio recordings on Logic Pro X, they learn how to use the two school recording studios, set up PA's, work safely in the industry, identify genre specific conventions, create short songs, adhere to copyright laws and work effectively in the industry.</p>		<p>VET isn't split into separate units. The study goes for the whole year. Subjects are as per Unit 1.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Playing music • Recording music • Learning about mixing desks • Composing using loops 		<ul style="list-style-type: none"> • Mixing songs on a computer • Setting up sound systems • Recording instruments • Research reports
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Music • Recording 		<ul style="list-style-type: none"> • All recording equipment is supplied. • Students can complete their written work in either a folder or on the computer
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Technical production courses of various levels (Cert IV to Bachelor) <ul style="list-style-type: none"> ○ Monash, ○ RMIT ○ Polytechnic ○ Box Hill 		<ul style="list-style-type: none"> • Audio Engineer • Music Producer • Live Sound Engineer • Composer for film/Video Games/Advertisements

Drama

<p>Unit 1: Introducing performance styles Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/ of representation of real life as it is lived.</p> <p>Unit 2: Australian identity Students study aspects of Australian identity evident in contemporary drama practice. This unit also focuses on the use and documentation of the processes involved in constructing a devised solo and ensemble performance.</p>		Folio?
		<i>N</i>
		Edrolo?
		<i>N</i>
Work involved out of class		
Reading plays and ensemble and solo research material. Rehearsing ensemble and solo tasks.		
Unit 1		Unit 2
<p>Outcome 1. Devise an ensemble</p> <p>Outcome 2. Perform an ensemble</p> <p>Outcome 3. Written report on ensemble</p> <p>Outcome 4. Written analysis on a play</p>		<p>Outcome 1. Devise an ensemble and solo</p> <p>Outcome 2. Perform an ensemble and solo</p> <p>Outcome 3. Written report on ensemble and solo</p> <p>Outcome 4. Written analysis on an Australian play</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> Performing drama Creating drama Writing drama 		<ul style="list-style-type: none"> Creating ensembles and solos Drama workshops practical Written reports on plays and selected dramatic works
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Theatre Studies Media The Arts 		<ul style="list-style-type: none"> Laptop Subject folder
<i>Typically leads to...</i>		
Courses		Careers
<ul style="list-style-type: none"> Drama Degree Teaching Film courses Media courses 		<ul style="list-style-type: none"> Actor Director Writer Teacher

Theatre Studies

<i>In Units 1 and 2 Theatre Studies students interpret scripts from the pre-modern era to the present day, working in a range of production roles, they learn to explore theatre as a practitioner. 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 develop and apply dramaturgical research skills and work in the production roles of actor, director and designer (within a selected range of design areas), developing an understanding and appreciation of the role and place of theatre practitioners.</i>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
<i>In Units 1 and 2 students should be doing at least two hours homework per-week, During the Year 12 Theatre Studies Production Week (4 nights in late May), students will need to be available to work as ushers and front of house staff (generally from 6pm - 9pm) for the Year 12 Play. There is a theatre production excursion in each of the Units and these occur out of school hours (generally around 8pm). These excursions are compulsory, as each production seen, leads directly to an analysis SAC (Assessment Task).</i>		
Unit 1		Unit 2
Pre-modern Theatre Styles and Conventions <ul style="list-style-type: none"> Exploring pre-modern theatre styles and conventions Interpreting scripts Analysing a play in performance. 		Modern Theatre Styles and Conventions <ul style="list-style-type: none"> Exploring Modern theatre styles and conventions Interpreting scripts Analysing a play in performance.
Appeals to students who...		Typical tasks include...
<ul style="list-style-type: none"> Have an interest in extending and developing their appreciation of theatre Have an interest in exploring production roles (acting, direction, set designer etc) to interpret theatrical scripts Have an interest in extending and developing their skills in analysing and evaluating theatrical performance 		<ul style="list-style-type: none"> Tests Performance work Assignments/Research Production Design work
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Drama English Literature Visual Communication Design Art Business Management Fashion/Textiles 		<ul style="list-style-type: none"> Laptops Art Materials and Supplies
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> Acting Theatre production (costume designer, set designer etc) Make-up (stage and screen) Theatre Technology (Lighting/Sound etc) Script Writing Direction/ Dramaturgy Events/Arts Management 		<ul style="list-style-type: none"> Stage Management Set Designer Costume Designer Lighting/Sound Designer Make-up Artist Actor Director Theatre Management Events/Arts Management

VISUAL ARTS SUBJECTS

Media

<p><i>The relationship between audiences and the media is dynamic and changing with consumers now becoming creators, sharing a common language to construct meanings from the representations they encounter in the digital world. Media products are becoming increasingly complex and self-referential in order to engage an increasingly educated audience. Media professionals are now well-versed in a variety of forms in order to work across disciplines and industries, creating video, audio and hybrid narratives that not only disseminate entertaining and informative experiences, but also ones that strengthen the fabric of our cultural identity and draw us together as a community.</i></p>		Folio?
		Yes
		Edrolo?
		No
Work involved out of class		
<p><i>The study of Media involves research, analysis and practical work that often occur in conjunction with one another. Being current with popular culture and current affairs, and developing practical skills through online tutorials outside of class time for a minimum of 2-3 hours per week is recommended.</i></p>		
Unit 1		Unit 2
<ul style="list-style-type: none"> Students analyse the construction, distribution and reading of representations constructed in the media (e.g. gender, etc.). Students design and create representations in a range of media forms including animation, video and podcasts. Students analyse the structure and style of Australian fictional and non-fictional narratives in a variety of forms. 		<ul style="list-style-type: none"> Students analyse the intent, genre, style, and construction of narratives of their chosen media creators through the production of a video essay. Students create, develop and construct narratives in any media form. Students analyse the impact of new media technologies on society, audiences and media industries.
Appeals to students who like to...		Typical tasks include...
<ul style="list-style-type: none"> Design and create stories Learn how to operate a variety of technology Consume and discuss narratives from different forms (e.g. movies, TV, etc.) Explore questions about producing and consuming media products 		<ul style="list-style-type: none"> class discussion reading and analysing media texts Researching developing and creating media productions individual and group work Pitching your ideas
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Media in previous years English and SOSE subjects Art and design subjects Performing Arts subjects Information and Technology subjects 		<ul style="list-style-type: none"> Cambridge University Press' Media Units 1-4 Reframed textbook Digital SLR and video cameras (available from the library) Adobe software
Typically leads to...		
Courses		Careers
<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

Art

<p><i>Art in Year 11 is a creative and practical subject with a focus on students being able to respond to stimuli to develop a diverse visual diary full of trials and experiments alongside a finished range of different artworks. Students work in a range of art forms including (but not limited to); drawing, painting, photography, collage, mixed media and sculpture. Students are introduced to the four analytical frameworks including; personal, structural, cultural and contemporary which are divided up across the year of study. Key excursions to galleries and exhibitions allow students to develop an understanding of how to use the frameworks when writing about their work.</i></p> <p>Students are encouraged to be critical and creative thinkers that can work independently and maintain a visual diary.</p>		Folio?
		Y
		Edrolo?
		N
Work involved out of class		
Students are strongly encouraged to commit at least 1 hours study, for each class scheduled during the week.		
Unit 1		Unit 2
<p>Artworks, Experience and Meaning</p> <p>In this Unit of study there are two outcomes - artworks and meaning alongside art making and meaning. This allows students the opportunity to combine theory with practice. Students investigate topics related to the analytical frameworks “personal” and “structural” when investigating art forms as well as trialling and experimenting with a range of materials and techniques to produce artworks.</p>		<p>Artworks and Contemporary Culture</p> <p>In this Unit of study there are two outcomes - contemporary artworks and culture alongside art making and contemporary culture. This allows students the opportunity to focus on the production of contemporary artworks and reflect on cultural input into the production of artworks. In doing so students continue to develop their skills using the analytical frameworks to learn about the “contemporary” and “cultural” frameworks.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Making art - hands on work • Producing a visual diary / folio • Investigating artists and artworks • Excursions to galleries and exhibitions 		<ul style="list-style-type: none"> • Exploring a range of materials and techniques in different art forms • Analysing artworks using the analytical frameworks
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Studio Arts • Product Design & Technology • Media or VCD 		<ul style="list-style-type: none"> • Laptop • Articulate text book • Personal art materials / pencil case
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Fine Arts • Visual Arts • Arts History / Curating • Arts Management 		<ul style="list-style-type: none"> • Artistic Director • Curator • Arts Management • Academic/Teacher

Studio Arts - General

On completion of Studio Art unit 1 the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.	Folio?
	Yes
	Edrolo?
	No
On completion of Studio Art unit 2 the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.	
Work involved out of class	
Researching artists for SAC and folio developmental work, estimated time for research would be approximately 30 minutes per week.	
Unit 1	Unit 2
Studio Inspiration and Techniques <ul style="list-style-type: none">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.	Studio exploration and concepts <ul style="list-style-type: none">Students explore and develop a studio process in the production of a number of artworks.They learn to analyse their own work and that of other artistsStudents look at a variety of sources of inspiration and experiment with materials and the application of techniques.
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none">Experiment with a variety of materials and create artworks.Use a visual journal/diary to explore ideas.Study artists and the artwork of othersDevelop a folio of work	<ul style="list-style-type: none">Exploring ideas and creating artworksKeeping a Visual Diary/journal to detail progress in developing ideas & artworksAnalysing and interpreting artworksWritten SAC's based on student's own work and the research of chosen artists
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">ArtDrawing	<ul style="list-style-type: none">Art FolioLaptopSubject folderArt materials
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">(University or TAFE courses, occupations):Diploma of Visual Arts (TAFE) Bachelor of Fine Arts/Visual Arts (Uni)Fine artist, Art Teaching.	<ul style="list-style-type: none">Graphic DesignVisual MerchandisingExhibition DesignTextile Design,Stage DesignFine Arts etc.

Studio Art - Photography

<p>Students interpret set themes and develop individual approaches to creatively explore their ideas using a range of photographic technology and techniques.</p> <p>Unit 1 investigates manual SLR cameras, black & white darkroom processing and film while Unit 2 explores digital SLR cameras, Photoshop editing techniques and inkjet printing.</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. All Unit 1 practical tasks require regular access to the darkroom for printing.</p>		Folio?
		Y
		Edrolo?
		N
Work involved out of class		
<p><i>Students must perform photoshoots outside of class time and be prepared to complete 2 hours of homework per week to progressively develop their ideas, knowledge and skills. (2 hours approx. weekly).</i></p>		
Unit 1		Unit 2
<p>Outcome 1 & 2 - Students work exclusively with black & white photography, learn to use film, manual cameras, darkroom chemicals and equipment and a range of techniques to develop negatives, photos and their ideas.</p> <p>Students source inspiration, develop ideas and aesthetic qualities and progressively record development in the visual diary.</p> <p>Outcome 3 - Students research photographers and analyse images to learn how materials, techniques and aesthetics are used to express ideas.</p>		<p>Outcome 1 - Students develop skills & techniques using digital cameras, studio lighting & Photoshop. They develop an exploration proposal outlining their aims and studio process. From exploratory work they identify potential directions and produce at least one artwork, progressively recording all development in the visual diary.</p> <p>Outcome 2 - Students compare a range of historical and contemporary art periods, styles or movements, and analyse how artists communicate ideas, and develop styles and aesthetic qualities in artworks.</p>
Appeals to students who like...		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 		<ul style="list-style-type: none"> • Developing ideas and techniques • Documenting and annotating work • Researching and Analysing artworks
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Studio Art or Art • Photography • Media, Visual Communication 		<ul style="list-style-type: none"> • Visual Diary • Cameras, lenses, lighting... Photoshop • (School provides a range of these)
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Unit 3 & 4 Studio Art (Photog.) or Art • Bachelor of Fine Art/ Photography • Diploma of Visual Arts • Commercial Photography 		<ul style="list-style-type: none"> • Photographer / Assistant, Photojournalist, Cinematographer, • Artist, Art Historian, Art Teacher, Critic • Gallery Professional / Curator

Studio Arts - Textiles

<p>Studio Arts Textiles follows the same VCAA study design as Photography and General. The difference being that it is specializing in the medium of Textiles or Fabric design and manipulation. This subject, compliments Product Design & Technology Fashion and forms a very good basis to develop a folio. A question you might ask yourself. 'What comes first the fabric or the garment/ costume design?'</p> <p>Highly advised: Ability to work independently and a love of fabrics and costume. An ability to draw is a bonus.</p>		Folio?
		YES
		Edrolo?
		No
Work involved out of class		
Students will be expected to keep up to date on their folios with approximately 1.5 hours a week outside of class.		
Unit 1		Unit 2
<p>STUDIO INSPIRATION and TECHNIQUES</p> <p>Students develop an appreciation of different Textiles techniques. These include: Printing, Felting, Disperse dyeing, Silk painting, Patchwork, Embroidery, Beading, Quilting sampling.</p>		<p>STUDIO EXPLORATION and CONCEPTS</p> <p>Develop an Exploration Proposal and a plan around the theme of your choice. Follow the plan and put together a folio of conceptual possibilities and potential directions. From here, students make choices and create original Artworks. (Be it costume, upholstery or wearable art pieces)</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> Textiles techniques and materials Drawing and creating under a theme Manipulating fabrics Costume design Wearable art 		<ul style="list-style-type: none"> Setting up a Visual Diary of ideas and inspiration Trials of prints, dyeing, beading, patchworking, embroidery, sewing Drawing costumes
Appeals to students who have studied...		Materials needed
<ul style="list-style-type: none"> Studio Arts/ ART Textiles Fashion 		<ul style="list-style-type: none"> Pencils/ textas and drawing tools Scissors Sewing kit
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> Costume/sets Design Textiles design at RMIT Textiles Artist Fashion designer 		<ul style="list-style-type: none"> Working in film and theatre industry Textiles Artist Fashion Designer Costume designer

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 develop their understanding of drawing conventions and drawing as a method of communication for different purposes, and how image and typography can be used in the communication of styles and ideas. 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: An interest and aptitude in drawing, skills using digital applications, ability to work independently and time manage, working to specifications of a design brief.</p>		Folio?
		Yes
		Edrolo?
		No
Work involved out of class		
Students should expect to do at least 2 hours of homework a week for this subject		
Unit 1		Unit 2
<ul style="list-style-type: none"> students develop skills in creating drawings for different purposes using different methods, media and material. students are able to select and apply design elements and design principles to communicate for a stated purposes. Students learn how visual communication has been influenced by past and contemporary practices, and by social and cultural factors. 		<ul style="list-style-type: none"> students create presentation drawings that incorporate technical drawing conventions that communicate information and ideas. students are able to manipulate type and images for print and screen-based presentations. students are able to use the design process to create a visual communication appropriate to a given brief.
Appeals to students who are...		Typical tasks include...
<ul style="list-style-type: none"> Passionate about art and design, typography, architecture, 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"> Drawing folios - a range of manual and digital, freehand and instrumental, 2D and 3D drawing methods for different purposes Generating concepts and finished designs to meet Communication, Industrial and Environmental design briefs. Research and analysis of existing designs and historical styles
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Design and Technology Media Business Visual Art 		<ul style="list-style-type: none"> Laptop Textbook Art & design materials Hard drive and USB
Typically leads to...		
Courses		Careers
<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 / Copyrighter / Art director / Advertising (creative) / Illustrator / Visual merchandiser / Typographer / Character designer / Animator Architect / Interior Designer / landscape designer / Industrial design / product designer /

BUSINESS SUBJECTS

Business Management

<p>This is a study of how to plan a business start up and establishing it and covers business idea creation, entrepreneurship skills and qualities, practical business planning and implementation, legal and financial requirements, marketing, public relations and staffing a business.</p>		Folio?
		N
		Edrolo?
		Y
Work involved out of class		
<p><i>This study will require 3 hours of work per week on the average or 30 minutes per day- pre reading, PowerPoint slides, taking notes, doing questions in the coursework booklet, following the Facebook posts and news articles of current relevant case studies.</i></p>		
Unit 1		Unit 2
Planning a Business (Business idea generation, factors affecting business planning from the internal and external business environment, practical business plans and implementation)		Establishing a business (Legal and Financial requirements, Marketing and Public Relations and Staffing a business)
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • To understand what influences businesses and work • Turning creative ideas into reality • Reading about the case studies in the world of work around entrepreneurship, business success, marketing, public relations, staffing and employability 		<ul style="list-style-type: none"> • PowerPoint notes • Coursework booklet completion • Excursions and incursions • Team work, presentations and projects
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Year 10 Business, Economics, Work Studies • Legal studies • Politics • Arts and creative subjects 		<ul style="list-style-type: none"> • Laptop • Subject folder
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Unit ¾ Business Management • Unit ¾ Legal Studies 		All careers that involve working in a workplace or starting a business

Legal Studies

<p>Legal studies examines the differences between civil and criminal law, as well as the roles of courts, parliament and the Constitution in justice.</p> <p><i>Students should be aware that Legal Studies requires significant reading and coursework, and should not be taken as a “fill in” subject.</i></p>		Folio?
		N
		Edrolo?
		Y
Work involved out of class		
<p><i>Students are expected to complete Edrolo coursework, textbook reading and independent notes.</i></p> <p><i>Students should expect to complete 2-4 hours work outside the classroom per week.</i></p>		
Unit 1		Unit 2
Legal Studies provides an introduction to the legal system, fundamental legal concepts in both the criminal and civil law.		Legal Studies is focused on the outcomes and remedies in criminal and civil cases, as well as the protection of rights.
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Attention to detail • Complex and challenging legal and social issues • Enjoy extensive reading 		<ul style="list-style-type: none"> • Application of the law to facts • Reports and Media Analysis • Short and extended questions and answers
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Politics • History • Civics 		<ul style="list-style-type: none"> • Laptop essential • Subject folder • Textbook
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Law • Criminology • Journalism • Arts 		<ul style="list-style-type: none"> • Lawyer • Public Servant • Police Officer • Politics

HUMANITIES SUBJECTS

20th Century History

<p>This history study focuses on the events of the 20th Century. We discuss the changing nature of society, culture, politics, economies and community values in the European, American and Australian contexts. We study the impact of both world wars, the Cold War and mass social movements in Australia.</p>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
<p><i>Out of class work amounts to about two hours per week. These tasks include pre-class reading, catching up on class notes and homework tasks such as short answer questions, summaries, practice essays and source analysis</i></p>		
Unit 1		Unit 2
<p>1918-1939: <i>Ideology and conflict</i> - Exploration of the events, ideologies and movements of the period after World War One 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.</p> <p><i>Social and cultural change</i> - Focus on social life and cultural expression in the 1920s and 1930s in the context of the United States.</p>		<p>1945-2000: <i>Competing ideologies</i> - Focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations.</p> <p><i>Challenge and change</i> - 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.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> Researching The processes of history and historical analysis and investigation Finding out the circumstances that led to major events 		<ul style="list-style-type: none"> Analysing primary sources Historical research Developing chronologies Identifying and analysing different perspectives on historical events Developing and supporting arguments
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> History English Literature Art History Politics 		<ul style="list-style-type: none"> Laptop Subject folder Unit 1 HTAV 20th Century History Textbook Unit 2 HTAV 20th Century History Textbook
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> Arts courses Teaching Art history International relations 		<ul style="list-style-type: none"> Historian Academic or teaching careers Archivist or librarian Writer

Australian & Global Politics

<p><i>VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.</i></p> <p><i>Classes in Global Politics are intended to be a group <u>conversation</u>. We look at particular case studies and discuss perspectives on how they are caused, what is morally right and what should be done. Students are encouraged to put forward opinions and engage in debate over the complex issues that shape our world.</i></p>		Folio?
		N
		Edrolo?
		N
Work involved out of class		
<p><i>Classes usually involve note-taking, discussion and answering questions. There are regular coursework tasks involving research into current events and political organisations.</i></p>		
Unit 1		Unit 2
<p>Students are introduced to the key ideas relating to the exercise of political power. They consider the nature of power in Australian democracy. They also explore the nature of political parties and their ideological beliefs.</p>		<p>Students explore the global community and global actors. They consider the ways lives have been affected by the process of globalisation. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> Regularly watch the news or read newspapers Enjoy discussion and debates, including listening to others 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 		<ul style="list-style-type: none"> Engaging in debate and discussion Taking notes Writing arguments and responding to questions / prompts Watching news clips and documentaries Conducting internet research
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Humanities / SOSE History Legal studies Economics Sociology Philosophy 		<ul style="list-style-type: none"> Laptop Subject folder
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> Bachelor of Arts Bachelor of Social Science Bachelor of Politics, Philosophy and Social Science 		<ul style="list-style-type: none"> Policy officer Politician / Parliamentarian Lawyer Journalist

Philosophy

VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life.	Folio?
	<i>N</i>
	Edrolo?
	<i>N</i>
Work involved out of class	
<i>You may need to complete extra reading, writing tasks, listen to podcasts or watch a film. These will be related to the work completed in class.</i>	
Unit 1	Unit 2
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’, for example through formulation of questions and philosophical exchanges with others.	What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality , political and social philosophy and aesthetics . Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none">Thinking and engaging in critical discussionReading and considering the ideas of others	<ul style="list-style-type: none">Self reflection tasksClass discussionListening to podcasts, watching films, reading and writing
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">Life	<ul style="list-style-type: none">LaptopTextbook
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">Bachelor of ArtsAny course where critical thinking skills are important (most courses)	<ul style="list-style-type: none">Teaching/ AcademicSystem designHRAnything where critical thinking skills are important

Sociology

<p>Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective.</p>		Folio?
		<i>N</i>
		Edrolo?
		<i>N</i>
Work involved out of class		
<p><i>If students are focused and diligent, most work is completed during class time. Students are expected to study for SACS.</i></p>		
Unit 1		Unit 2
<p>Students look at what it means to be a youth and how the concept has changed. Students look at the function of a family and its changing definition. The Sociological imagination is explored and students are introduced to the scientific method and ethics of Social Studies.</p>		<p>Students explore the concept of deviance, the role of deviance in a society and how it is socially constructed. Students also study the concept of crime and evaluated various forms of punishment.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Exploring why and how has society and culture changed over time • Observing the media • Exploring social and cultural change in Australia? 		<ul style="list-style-type: none"> • Reading • Writing • Visual Analysis • Class discussion
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Social Studies, • Global Conflicts and Politics, • Modern History • Social Psychology 		<ul style="list-style-type: none"> • Laptop • Subject folder • Sociology textbook (in booklist)
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Bachelor of Arts • Bachelor of Sociology degree • Certificate/Bachelor of Social work • Psychology Courses 		<ul style="list-style-type: none"> • Social Research • Journalist • Social/Youth worker • Researcher • Advertising • Criminologist

Health and Human Development

<p>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.</p> <p>Highly advised: Follow up by reading the Subject Description on the VCAA website. There can be a lot of research and writing involved at times, so be aware of this.</p>	Folio?
	NO
	Edrolo?
	YES
Work involved out of class	
<i>Any work not completed in class will be expected to be completed as homework. Before SACs it is advised to spend 50 minutes or so per night in the week leading up to the SAC/s.</i>	
Unit 1	Unit 2
<ul style="list-style-type: none">various definitions of health and wellbeing, including physical, social, emotional, mental and spiritualyouth perspectives on the meaning and importance of health and wellbeingvariations in perspectives of and priorities relating to health and wellbeingAboriginal and Torres Strait Islander perspectives on health and wellbeingindicators used to measure the health status of Australians	<ul style="list-style-type: none">the function and food sources of major nutrients important for health and wellbeingthe use of food selection models and other tools to promote healthy eating among youththe consequences of nutritional imbalance in youths' diettactics used in the marketing of foods and promoting food trends to youthsocial, cultural and political factors that act as enablers or barriers to healthy eating among youth
Appeals to students who like...	Typical tasks include...
<ul style="list-style-type: none">Health and Human DevelopmentThink health and wellbeing is important to themselves, their families, communities, nations and the global community.Sociology and Politics, as well as those continuing studies in Health and Human Development Units 3/4.	<ul style="list-style-type: none">Online research.Collecting first-hand information through surveys.Information analysis of data e.g. tables, graphs, statistics.Textbook : Understanding the text - reading and answering questions.Watching documentaries.Classroom discussions on particular outcomes.SACs, 3 per Semester.
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">Health Years 7-10.SociologyLike/want to know more about Nutrition.	<ul style="list-style-type: none">LaptopSubject folderTextbook: Key Concepts in Health & Human Development Units 1 & 2 OR online equivalent.
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">Nursing, Medicine or any area of medicine or the allied health industry.Teaching, Social work,Pharmacy,Human Resource professional,Counsellor - the opportunities are limitless!	<ul style="list-style-type: none">Ambulance Officer or paramedic,Youth worker,Aged or special-needs carerNutrition, Dietician, HomeopathyThe opportunities are endless....

LANGUAGES

Language School

Students can elect to study French at Swinburne Senior Secondary College or a language at the Victorian Language school. Check their website for the list of languages offered.

<https://www.vsl.vic.edu.au/>

French

<p>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.</p> <p>Highly advised: It is assumed that students have formally studied the language for at least 200 hours prior to the commencement of Unit 1.</p>		Folio
		N
		Edrolo?
		N
Work involved out of class		
<p><i>Students need to submit a minimum of one written piece of writing (150-200 words) in French fortnightly. 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 Year 12 external examinations in November 2019.</i></p>		
Unit 1		Unit 2
History (20 th 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)		(tbc Dec 2019 according to VCAA) Current Affairs (Women's Rights, Immigration, Riots, Racism, Multiculturalism, Intolerance, Festivals and Traditions), Culture, Music
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"> Reading and Viewing in French Speaking in French Writing in French Listening 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
Typically leads to...		
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

MATHS SUBJECTS

General Mathematics

<p>General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.</p> <p>Highly advised: It is strongly recommended that students have completed Mathematics at Year 10 level. 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 2 hours of work outside of class a week. Students who do well in the subject complete all set and extension questions.</i></p>		
Unit 1		Unit 2
<ul style="list-style-type: none"> Statistics Univariate and Bivariate Linear relations and equations Linear graphs and models Shapes and measurement 		<ul style="list-style-type: none"> Financial Arithmetic Number patterns and recursions Geometry and Trigonometry Bivariate data
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 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
Typically leads to...		
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>Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.</p> <p>Mathematical Methods is a highly cognitive-loaded, abstract subject which is easier to manage if learning beginning from Unit 1, not Unit 3.</p>	Folio?
	No
	Edrolo?
	Yes
Work involved out of class	
<p><i>Students should keep in pace with the topic timelines as per the Course Outline. Adherence to this timeline will ensure student learning do not fall behind. If Mathematical Methods is 3 hours a week on the timetable, then 3 hours of homework should be attempted for that week as a minimum. Textbook questions create the foundational knowledge for each topic but further advancement would be suggested by attempting exam-style questions as found in resources like CheckPoint (Mathematical Methods).</i></p>	
Unit 1	Unit 2
<p>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’</p>	<p>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 antidifferentiation of polynomials’</p>
<p>Appeals to students who...</p> <ul style="list-style-type: none">Want to study Maths Methods Units 3 & 4Enjoy MathematicsEnjoy SciencesEnjoy Engineering	<p>Typical tasks include...</p> <ul style="list-style-type: none">TestsProblem solvingApplication tasks
<p>Appeals to students who have studied...</p> <ul style="list-style-type: none">Mathematics in Year 10ScienceEngineering	<p>Additional subject material</p> <ul style="list-style-type: none">Textbook - Cambridge Mathematical Methods Units 1 & 2exam-style question book - Cambridge CHECKPOINTS (VCE Mathematical Methods)CASIO single-use CAS calculator (TI-nspire CAS is least preferred)single-use scientific calculator
Typically leads to...	
<p>Courses</p> <ul style="list-style-type: none">SciencesHealth SciencesMedicineEngineeringInformation Technology	<p>Careers</p> <ul style="list-style-type: none">EngineerScientist, Geologist, MeteorologistMedical practitionerHealth workComputer programmerComputer Network AdministratorScience Researcher

Biology

<p>The study explores the dynamic 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. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.</p>		Folio?
		<i>N</i>
		Edrolo?
		<i>Y</i>
Work involved out of class		
An estimated 2-4 hours per week is required for at home review and study of material.		
Unit 1		Unit 2
<p>How do living things stay alive?</p> <p><u>Function of organisms</u>: structure of cells and the plasma membrane, transformation of energy using photosynthesis and cellular respiration, functioning systems in plants and animals.</p> <p><u>Sustaining life</u>: surviving through adaptations and regulation of the internal environment, biodiversity amongst animals and plants, relationships between organisms in ecosystems.</p> <p><u>Practical investigation</u>: Students design and conduct a practical investigation into the survival of an individual or a species.</p>		<p>How is continuity of life maintained?</p> <p><u>Cell replication and reproduction</u>: the cell cycle, asexual and sexual reproduction, cell growth and differentiation.</p> <p><u>Genetic inheritance</u>: chromosomes, genes and alleles, genotypes and phenotypes, genetic crosses and pedigrees.</p> <p><u>Practical investigation</u>: Students investigate an issue involving reproduction and/or inheritance.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Documentaries about the life sciences • 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 		<ul style="list-style-type: none"> • Practical activities and reports • PowerPoint presentations • Poster presentations • Textbook questions • Worksheets • Group work/discussions
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • General Science • Chemistry • Biology 		<ul style="list-style-type: none"> • Laptop • Biozone Workbook Unit 1/2 • Online interactives, Media, Group work
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Bachelor of Science/Bachelor of Health Science • Bachelor of Biomedicine • Medicine 		<ul style="list-style-type: none"> • Animal Studies: Veterinarian • Vet Nurse, Zoo Keeper, Animal Researcher • Animal Refuge worker • Environmental Studies: Researcher, Meteorologist

Chemistry

<p>In Unit 1 students investigate the chemical properties of a range of materials including metals, electrolytic salts, polymers and nanomaterials. Using their knowledge of atomic structure, students explore and explain the relationships between the properties, structure and bonding forces elements contain within each other and between other particles. In Unit 2 students explore the properties of water and the reason it is considered the universal solvent. Students do a project based on water quality using chemical principles to determine chemical levels in a water sample.</p> <p>Students starting Chemistry from Unit 2 are advised to get skilled on the concept of the mole for particles, solids and liquids, and to know how to balance chemical equations and use the mole ratio to move between various chemical species within the equations.</p>	Folio?
	<i>No</i>
	Edrolo?
	<i>Yes, available webinars</i>
Work involved out of class	
<p>The amount of time spent for Chemistry homework per week should directly mirror the time scheduled for Chemistry on a student's timetable. If Chemistry is 3 hours a week on the timetable, then 3 hours of homework should be attempted for that week as a minimum.</p> <p>Students should keep in pace with the topic timelines as per the Course Outline. Textbook questions create the foundational knowledge for each topic but further advancement would be suggested by attempting exam-style questions as found in resources like CheckPoint (Chemistry). Attempting exam-style questions develop exam-reading skills and problem solving capabilities of each student.</p>	
Unit 1	Unit 2
<ul style="list-style-type: none"> • The structure of the atom, • Ionic compounds and metallic structure • Organic chemistry • Forces that hold atoms and molecules together ie bonding 	<ul style="list-style-type: none"> • 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...	Typical tasks include...
<ul style="list-style-type: none"> • Enjoy experimenting, doing practical work • Understanding life, the universe, and the origin of elements, the roles of chemicals and materials around us • Keen to investigate and understand 	<ul style="list-style-type: none"> • Practical work and practical reports • Diagnostic tests • Multimedia presentation • Experimental design and investigations
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none"> • Science • Mathematics • Environmental studies • Physics • Biology 	<ul style="list-style-type: none"> • Heinemann Chemistry 1 (5th Ed.) • Cambridge CHECKPOINTS (VCE Chemistry) • single-use scientific calculator (no CAS calculator) • Writing book for theory notes • Writing book for textbook questions • Writing book for experimental report write-ups
<i>Typically leads to...</i>	
Courses	Careers
<ul style="list-style-type: none"> • Biomedical Sciences • Sciences • Medicine • Chemical Engineering 	<ul style="list-style-type: none"> • Chemical Engineer • Industrial Chemist • Science Communicator • Research Scientist

Physics

<p>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.</p> <p>Highly advised: It is recommended that students have done maths up to Year 10</p>		Folio?
		No
		Edrolo?
		Yes
Work involved out of class		
<p><i>Year 11 Physics is split between theoretical and practical class, with one of each taking place every week. In theory classes students are expected to answer questions related to the topic. In practical classes students will be required to finish up any work related to practical activities in class.</i></p>		
Unit 1		Unit 2
<p>What ideas explain the physical world?</p> <ul style="list-style-type: none"> - Thermodynamics - Electricity - Matter 		<p>What do experiments reveal about the physical world?</p> <ul style="list-style-type: none"> - Motion - Aerodynamics - Particle Accelerators - Student-led investigation
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> • Knowing how things work • Doing maths • Practical science 		<ul style="list-style-type: none"> • Practical reports • Experiments • Working with equations
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> • Science • Maths • Electronics 		<ul style="list-style-type: none"> • Laptop • Calculator
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> • Science • Engineering • Architecture 		<ul style="list-style-type: none"> • Engineering • Architect • Finance • IT

Psychology

Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations, including workplace and social relations, and gain insights into a range of psychological health issues in society.		Folio?
		No
		Edrolo?
		Yes
Work involved out of class		
<i>Students are expected to commit a minimum of 1 hour 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>		
Unit 1		Unit 2
Topics in Unit 1 include: <ul style="list-style-type: none"> Brain function <ul style="list-style-type: none"> Function and structure of the nervous system Function and structure of the brain Consequences of brain damage Psychological development <ul style="list-style-type: none"> Impacts of hereditary vs environmental factors Emotional, cognitive and psychosocial development Atypical psychological development including mental health and illness Student-directed research investigation <ul style="list-style-type: none"> Analyse scientific evidence and communicate findings 		Topics in Unit 2 include: <ul style="list-style-type: none"> Influences on a person's perception <ul style="list-style-type: none"> Visual and taste sensation and perception Impacts of biological, psychological and social factors on visual and taste perception Distortions in perception Influences on a person's behaviour <ul style="list-style-type: none"> Social cognition and understanding the world around us Social influences on behaviour, including obedience and conformity Student-directed practical investigation <ul style="list-style-type: none"> Plan, undertake and report on an investigation
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
Typically leads to...		
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

PRODUCT AND DESIGN SUBJECTS

Product Design and Technology- FASHION

<p>Unit 1 Product Design and Technology FASHION will see you working individually to redesign an existing product whilst developing your own style of presentation and drawing.</p> <p>Unit 2 students will work collaboratively to develop a range of products which are influenced by an historical and/or cultural design movement.</p> <p>Highly advised: THIS IS A FOLIO SUBJECT, and has a high workload to complete all key knowledge and skills. If you enjoy Fashion it can be enjoyable.</p>		Folio?
		YES
		Edrolo?
		NO
Work involved out of class		
Students are expected to complete work during class and do some work (approx 2 hours) each week out of class to keep up with the folio criteria.		
Unit 1		Unit 2
<p>UNIT 1: Modification of an existing design / product. In this unit we look into SUSTAINABILITY and how we can create, more sustainable products. Students research a sustainable designer and begin to learn about structure in a FASHION FOLIO: how to write a design brief, create an end-user profile and design with that particular end-user in mind. Designs are justified and Planning is done, and students create an upcycled shirt and a redesigned COAT.</p>		<p>UNIT 2: Collaborative (team) design project. In this Unit we discuss teamwork and collaboration. Students form groups around a particular era of fashion from the 20th Century, and design as a team. The folio is a collaborative task, and students learn to rely on each other. Individually students will design and make around the same end-user and design brief. The garments made, are decided by each group member, but should reflect a collection. Folio is similar to Year 12 folio.</p>
Appeals to students who like...		Typical tasks include...
<ul style="list-style-type: none"> FASHION Sketching and designing Sewing and making clothes 		<ul style="list-style-type: none"> Setting up a Folio for an end-user Drawing/ designing clothes Making clothes
Appeals to students who have studied...		Additional Equipment
<ul style="list-style-type: none"> Design Studio Arts VCD 		<ul style="list-style-type: none"> Textbook Fabrics and notions Laptop
Typically leads to...		
Courses		Careers
<ul style="list-style-type: none"> FASHION DESIGN Diploma of Fashion Costume design 		<ul style="list-style-type: none"> Fashion Designer Product Manager Manufacturing Small business

Product and Design - Food Studies

<p>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:</p> <ul style="list-style-type: none">develop as informed, discerning and capable food citizens.Build on pre-existing practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food. <p>Highly advised: To have some practical cooking skills it is not an environment for absolute beginners. Be aware that there is approximately 50 % supportive theory knowledge that needs to be taught in this course.</p>	Folio?
	NO
	Edrolo?
	NO
Work involved out of class	
<p><i>There is generally little extra work or homework out of class unless coursework has not been completed in the class time given. Before a SAC, especially if it is a written test, there may be extra revision needed of 1 - 2 hours a week or so before the SAC.</i></p>	
Unit 1	Unit 2
The origins of Food including Culture - Indigenous Culture, Impact of Migration, Growth of Agriculture & trade, Industrialisation, Food Production. (3 SACs).	Food makers: Food Industries, Food in the Home, Food Trends, Product Safety, Sensory Evaluation of Food, Planning and Managing Meals, Designing & Adapting Recipes. (3 SACs).
Appeals to students who ...	Typical tasks include...
<ul style="list-style-type: none">are creativehave an inquiring mindlove cooking, but MUST already possess the ability to cook!like experimental, investigative and design work e.g. devising recipes to meet a dietary need	<ul style="list-style-type: none">Practical production classes.Practical Reports.Research and discussion.Computer/Multimedia presentations.Organising and conducting a practical demonstration for the class.
Appeals to students who have studied...	Additional subject material
<ul style="list-style-type: none">Food Studies Years 7 - 10.Creative Arts.Product Design Technology.Food Science.	<ul style="list-style-type: none">Laptop.Subject folder or work book.Textbook...
Typically leads to...	
Courses	Careers
<ul style="list-style-type: none">Teaching + 1 year Food Studies training.Bachelor of Science - Food Technology and Nutrition.Bachelor of Nutrition & Dietetics.TAFE Hospitality - back of house, front of house, waiter course.Bachelor of Food Science & Agriculture.	<ul style="list-style-type: none">Baker.Food Policy maker.Food Stylist.Health & Safety Officer.Chef.Cook.Bartender.Barista.Occupational Therapy.

Product Design and Technology - Wood, Industrial Design or Jewellery

<p>Unit 1 Product Design and Technology will see you working individually to redesign an existing product whilst developing your own style of presentation.</p> <p>Unit 2 you will work collaboratively to develop a range of products which are influenced by an historical and/or cultural design movement.</p>		Folio?
		YES
		Edrolo?
		NO
Work involved out of class		
<i>Students should expect to do at least 2 hours of homework for this subject.</i>		
Unit 1		Unit 2
<p>Sustainable redevelopment of a product. Students investigate and consider how a product could be sustainably redeveloped.</p> <p>Producing and evaluating a redeveloped product. Students refer to their working drawings and scheduled production plan, and apply a range of techniques and processes to make a redeveloped product.</p>		<p>Collaborative Design - Designing with in a team. Each student works in a team to design and develop an item in a product range or contribute to the design, planning and production of a group project.</p> <p>Producing and evaluating within a team. Students apply knowledge, skills, techniques and processes, including risk management, to make the product that the team has designed in accordance with the team requirements.</p>
Appeals to students who...		Typical tasks include...
<ul style="list-style-type: none"> Want to learn correct processes to make a piece of jewellery or a 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 furniture or jewellery Need a folio for entry into design courses 		<ul style="list-style-type: none"> Setting up Design Folio for an end-user Develop your own furniture/ jewellery or product design and learn how to make it. Fashion illustration and technical drawing Writing design briefs and working with an end-user/ target market Report writing
Appeals to students who have studied...		Additional subject material
<ul style="list-style-type: none"> Woodwork/Metal/Plastics. Jewellery. Design 		<ul style="list-style-type: none"> Laptop Subject folder Nelson Textbook edition 4
<i>Typically leads to...</i>		
University or TAFE Courses		Careers
<ul style="list-style-type: none"> Industrial Design degree TAFE design and construction wood/ industrial Marketing and merchandising Apprenticeships 		<ul style="list-style-type: none"> Industrial Design Furniture Manufacturing Building and Construction Retail Jewellery

Virtual School Victoria

While Swinburne offers a wide variety of subjects, we aren't able to provide all subjects. Students wishing to study subjects that aren't offered at Swinburne are able to do this through Virtual School Victoria. To apply visit the website (link below), where you will find a list of the subjects that are available for study.

www.distance.vic.edu.au

Enrolments open in mid October and close in the first week of February. It is highly recommended that students apply early to secure a spot.

Year 11 students can also apply to study a subject in the second semester. Applications close Mid June.