



**SWINBURNE**  
SENIOR SECONDARY COLLEGE

# **Year 12 Subject Descriptions**

# **2021**

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# English Subjects

**(students must choose at least one)**



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

### **Unit 3 Outcomes**

#### **Reading and Creating Texts:**

1. Students develop and justify their own detailed interpretation of the novel.
2. Students present sustained creative responses to the second text.

#### **Analysing Argument:**

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

### **Unit 4 Outcomes**

**Reading and Comparing Texts:** Students explore the meaningful connections between the two texts.

Students will explore the similarities and differences between the two texts and produce a detailed written comparative analysis.

#### **Presenting Argument:**

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

#### **Appeals to students who:**

- Are creative and analytical, enjoy reading and responding to texts
- Enjoy writing creatively and exploring different forms of writing. Are interested in studying language and the impact that it has upon people, enjoy watching films and analysing them.

#### **Typical Tasks:**

- Participation in classroom discussion, Textual response essays
- Oral presentations, Creative responses, Writing Exercises, Textual Analysis

#### **Materials and technology used:**

- Laptops, Reading texts

#### **Texts used:**

- *The Women of Troy* by Euripides
- *Like a House on Fire* by Cate Kennedy
- *Charlie's Country* dir. Rolf de Heer
- *Tracks* by Robyn Davidson

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

- English is a required subject for most courses after Year 12.
- English can prepare you for any course that you wish to take after Year 12 as it helps to develop your reading, writing, analytical and research skills.
- Strong written and verbal communication skills are required for success in any field you choose to pursue.

# Literature

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## Unit 3: Form and transformation

Adaptations and transformations

Creative responses to texts

## Unit 4:

Literary perspectives

Close analysis

### ***Appeals to students who:***

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

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

- Defend an interpretation in discussion or writing
- View a film adaptation of a book and debate its success
- Annotate passages from a text and draw an interpretation from them
- Workshop a scene from a play
- Summaries, concept maps,
- Apart from the creative response, assessment tasks are essays

### ***Folio subject:* No**

However there is a creative response that is written over two weeks in class, worth 50 marks of the 100 for Unit 3.

### ***Equipment:***

- Laptops,
- Books and pens
- An open, enquiring mind

### ***Texts used: 2020***

- *Picnic at Hanging Rock* by Joan Lindsay (novel)
- *Picnic at Hanging Rock* dir. Peter Weir (film)
- *The Baron in the Trees* by Italo Calvino (novel)
- *Ariel*, Sylvia Plath (poetry)
- *Hippolytus* by Euripides (play)
- *Only The Animals*, Ceridwen Dovey (short stories)

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

Arts courses at TAFE and university

Journalism

Creative Arts

Performing Arts

## English Language

***A rigorous and challenging course that opens your eyes to the complexities of human language.***

### **Unit 3: Language Variation and Social Purpose**

How is language used in 2021 Australia? What makes it informal and formal? We analyse a range of written and spoken texts, from casual conversations to legal documents to rap lyrics. We identify the features that contribute to a text's formality and name these using linguistic metalanguage, including the principles of phonetics, phonology, morphology, lexicon, syntax, discourse analysis, and semantics.

**Unit 4: Language and Identity.** What are the different varieties of English in Australia? How did these emerge and how do they signal identity and affiliation to different groups in Australian society? We learn about Standard Australian English and Prescriptivism, and about the languages that don't fit the mould, including Ethnolects and Aboriginal English. We investigate sociolects, including teenspeak, netspeak, language and gender, and how individuals and societies choose language to shape their identity, communicate their values, and respond to their ever-changing world.

### **Appeals to students who:**

- Have completed Units 1 and 2 English Language or a LOTE
- Can pick up and embrace complex new terminology with relative ease
- Who are challenged by new knowledge
- Are interested in all aspects of language including grammar and vocabulary
- Enjoy observing language change and contemporary language usage

### **Typical Tasks (eg. Prac reports, tests, essays, products etc.):**

- Decoding, interpreting, and analysing spoken language transcripts
- Analysing a wide variety of spoken and written texts, including famous speeches, advertisements, cookbooks, lyrics, memes, television scripts and literature
- Group discussions and group work
- Expository essays, extended analytical commentaries, and short answer questions
- Independent research, Wider Reading, and Media Case Studies

**Folio subject:** No.

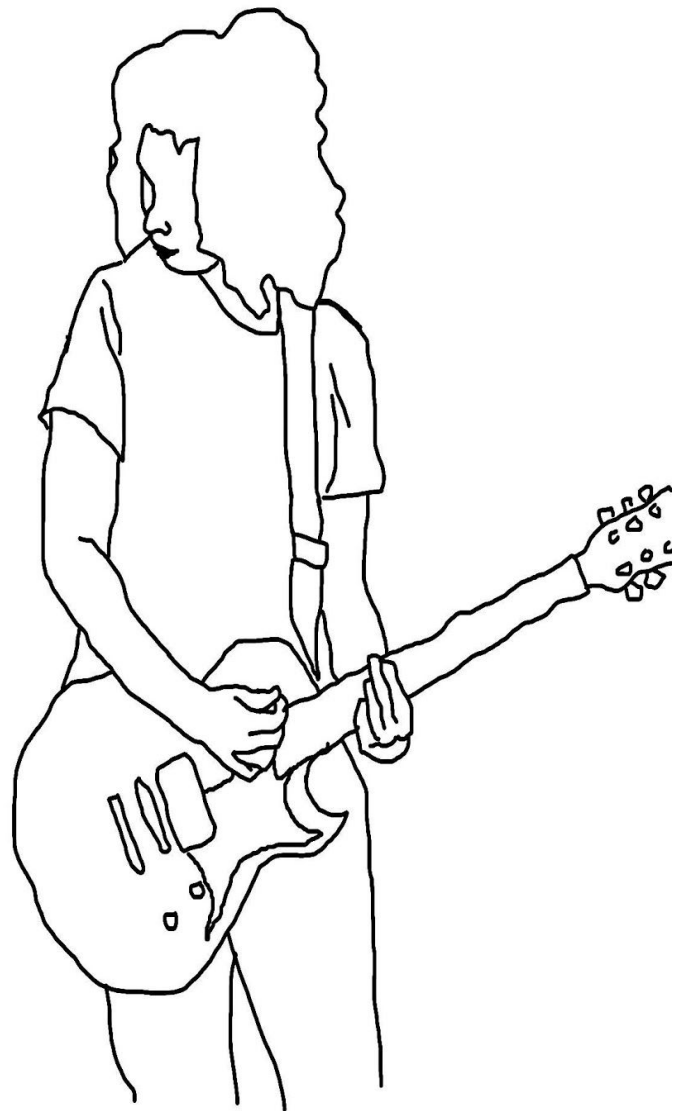
**Materials/technology used:** Textbooks, articles, powerpoints, interviews, documentaries, stationary

### **Texts used:**

- English Language for Senior Students: A guide to Metalanguage (Kirsten Fox, Insight)
- VCE English Language Unit 3 & 4 Living Lingo (Boobook Education)

**Typically leads to (University and TAFE courses, occupations):** Knowledge of how language functions provides a basis for fields such as arts, sciences, law, politics, trades, and education. English Language also establishes skills required in communication-related fields, including designing information, and communications technology solutions and computer programming. The study also supports language-related fields such as psychology, linguistics, speech and reading therapy, journalism and philosophy. Finally, it is an enormous advantage when studying a foreign language.

# Performing Arts Subjects





## Drama

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In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reenact different cultures, genders, sexualities and abilities.

**Unit 3 *Devised ensemble performance*:** This unit focuses on drama from a diverse range of contemporary and/ or cultural performance traditions. Performance styles and associated conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this unit. Students also attend a professional play production and prepare an analysis of that work.

**Unit 4 *Devised solo performance*:** This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. Students also write on their solo work and undertake a theory examination.

### **Appeals to students who:**

- Enjoy performing and creating their own drama material
- Who have enthusiasm and interest to work with others creatively
- Are interested in analyzing drama literature
- Enjoy historical and character research

### **Typical Tasks:**

- Drama group workshops. Substantial practical work is part of the course
- Performing for the class and, on occasion, performing to an external audience
- Reading and writing creatively as well as analytically (short reports and essays)
- Extensive independent creative research (eg. researching a time period and historical context)

***Folio subject:*** No

### **Materials and technology used:**

- Course handouts and readings are provided
- Wide research methods
- Reading plays, novels and non-fiction works

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

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

- The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.
- It is also an ideal basis for all careers where creativity, communication, confidence, dynamism and empathy are an advantage, including public speaking, education, wedding and funeral celebrants, politics, music performance, event management, project management, youth work, comedy, costume design, journalism, early childhood education, advertising, marketing, communications, radio, film and television production, and work in all facets of the entertainment industry.

# Theatre Studies

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

### **Unit 3: Producing Theatre**

- (i) Staging theatre,
- (ii) Script interpretation and
- (iii) Analysis and evaluation of theatre

### **Unit 4: Presenting An Interpretation**

- (i) Researching theatrical possibilities,
- (ii) Monologue interpretation and
- (iii) Performance analysis and evaluation

### **Appeals to students who:**

- Have an interest in extending and developing their appreciation of theatre
- Have an interest in working in production roles (acting, direction, set designer etc) to contribute to the interpretation of theatrical scripts
- Have an interest in extending and developing their skills in analysing and evaluating theatrical and performance based work

### **Typical Tasks:**

- Theatrical Production
- Script interpretation
- Undertaking work in production roles and in production teams
- Monologue and Scene interpretation as actor/director or designer
- Theatre and Performance Analysis and evaluation

### **Folio subject:**

No

### **Materials and technology used:**

- Laptops
- Building Tools

### **Texts used:**

- 'Acting Smart: Theatre Studies' (required)
- A range of playscripts determined annually by VCAA and the College

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

- Theatrical design (Costume, Set, Mak-up etc)
- Production Technologies (Lighting, Sound etc)
- Theatre and events Lighting sales
- Education
- Stage Management
- Acting
- Direction/Dramaturgy
- Events Management and Arts Management

# Music Style & Composition

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The focus of this subject is analysing and composing music in different genres/styles. Students will develop their ability to visually and aurally analyse music. These skills will be used to create music that adheres to different musical styles. They will investigate the social context in which musical styles have developed and how this has impacted upon the emerging musical expression.

In this subject there is a strong focus on creating music. Music creation can use music technology, such as computers and recording software or it can rely on traditional methods. Major assessments in each unit involves (but is not limited to) students completing a folio of compositions and various musical analysis.

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

### **Unit 3 Outcomes**

Composition, Music Analysis, Listening skills, The Cat Empire, James Brown/Funk

### **Unit 4 Outcomes**

Composition, Music Analysis, Listening skills, Miles Davis, Modal Jazz

### **Appeals to students who:**

- Enjoy composing music
- Enjoy playing music
- Enjoy self-expression
- Enjoy improving their musical abilities
- Enjoy analysing music
- Enjoy recording music

### **Typical Tasks:**

- Folio of compositions
- Analysing musical works across a variety of styles, genres, and eras

**Folio subject:** Yes

### **Materials and technology used:**

- Laptops
- Personal instruments
- Logic Pro, Garageband, Music Score, Sibelius

### **Texts used:**

All resources provided

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

- Composer for film/Video Games/Advertisements
  - Bachelor of Music (Composition)
  - Music courses of various levels (Cert III to Degree)
  - Musician
  - Music Teacher
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## Music Performance (Solo or Group)

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Students choose to complete their performance exam in either a group or as a soloist. The focus of the end of year exam is presenting a broad range of musical styles.

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students will learn music language (theory) and apply it to help them improve their performances.

**Students MUST be having instrumental lessons!**

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

### **Unit 3 Outcomes**

Music Performance, Preparing for Performance, Music Language

### **Unit 4 Outcomes**

Music Performance, Preparing for Performance, Music Language

### **Appeals to students who:**

- Enjoy playing music
- Enjoy playing in a band
- Enjoy composing music
- Enjoy improving their musical abilities
- Enjoy Analysing music

### **Typical Tasks:**

- Regular performances
- Technical work
- Worksheets

***Folio subject:*** No

### **Materials and technology used:**

- Laptops
- Musition and Auralia
- Recording

### **Texts used:**

Students purchase Auralia and Musition (Computer based software)

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

- Composer for film/Video Games/Advertisements
- Bachelor of Music (Performance or Composition)
- Music courses of various levels (Cert III to Degree)
- Musician or Music Teacher

## Music Investigation

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Music Investigation Units 3 and 4 involves both performance research in their favourite genre (Investigation Topic) and performance of works that are representative of that Investigation Topic. Students' research of music characteristics and performance practices representative of the topic underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study.

### **Prerequisites:**

- It is highly advised to have any Music units 1 & 2
- Current instrumental lessons (Voice/Guitar/Bass/Drums/Piano currently offered at Swinburne)
- Students must be attending private instrumental lessons

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

- Performance
- Music Analysis & Research
- Composition

### **Appeals to students who:**

- Enjoy playing music
- Enjoy self-expression
- Enjoy improving their musical abilities
- Enjoy listening to and analysing music

### **Typical Tasks:**

- Presentation on developed Investigation Topic
- Performance assessments
- Compositions (Folio task)
- Writing and analysis

### **Folio subject:** Yes

### **Materials and technology used:**

- Personal instruments
- Recording software
- Music notation software
- Internet

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

- Music
- Musical Theatre
- Composition
- Creative Pursuits

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

- Music courses of various levels (Certificate III to Bachelor's Degree)
- Musician
- Composer
- Music Teacher

# Instrumental Lessons

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## Overview of Subject:

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

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

### **Unit 1&2 Outcomes**

Learning songs, improving technical skills

### **Unit 3&4 Outcomes**

Learning songs, improving technical skills

## **Appeals to students who:**

- Enjoy learning an instrument

**Folio subject:** *No*

## **Typical Tasks:**

- Learning songs
- Practicing technical skills

## **Materials and technology used:**

- Instrument
- Soul

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

- Musician
- Music Teacher
- Bachelor of Music (Performance)
- Music courses of various levels (Cert III to Degree)

## VET Music Industry (Sound Production specialisation)

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This subject focuses on recording and mixing musical performances. Students make use of the Swinburne Recording studio to record fellow students and their own compositions. Students will learn how to record and mix a song, use effects and processors and set up for live concerts. Units 3 and 4 offer a scored assessment and can count to a student's ATAR.

**Prerequisites:** STUDENTS MUST STUDY UNITS 1 & 2. STUDENTS WITHOUT A UNIT 1 & 2 SEQUENCE WILL NEED TO HAVE PRIOR EXPERIENCE AND A MEETING WITH THE TEACHER TO ASSESS IF IT IS ADEQUATE TO GAIN ENTRY INTO THE SECOND YEAR.

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

#### **Unit 3&4 Outcomes**

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

#### **Appeals to students who:**

- Enjoy recording music
- Enjoy composing music
- Enjoy playing music

#### **Typical Tasks:**

- Mixing
- Composing Music
- Recording
- Performance
- Analysing songs and genres

**Folio Subject:** No

#### **Materials and technology used:**

- Logic pro
- Microphone
- Instruments
- Internet

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

- Recording Engineer
- Live Sound Engineer
- Technical production courses of various levels (Cert IV to Degree)
- Musician
- Composer for film/Video Games/Advertisements

## VET Music industry (Performance specialisation)

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VET Music Performance provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group.

Students are encouraged to expand on the music they already listen to, and investigate a variety of genres, artists, and eras of music in order to become more flexible musicians.

While there is no strict theory component, classes will involve improving on general music knowledge, aural skills, reading charts, and developing their on-stage performance skills and endurance.

**Prerequisites:** Current instrumental lessons

(Voice, Guitar, Bass, Piano, and Drums currently offered at Swinburne)

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

**Unit 3&4 Outcomes**

- Musician/Artist Research
- Improvisation & Stagecraft
- Group Performance

**Appeals to students who:**

- Enjoy playing music
- Enjoy improving their musical abilities
- Enjoy listening to and analysing music

**Typical Tasks:**

- Performance Assessments
- Research Report
- Analysis and Performance Evaluations

**Folio Subject:** No

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

- Music
- Drama
- Creative Pursuits

**Materials and technology used:**

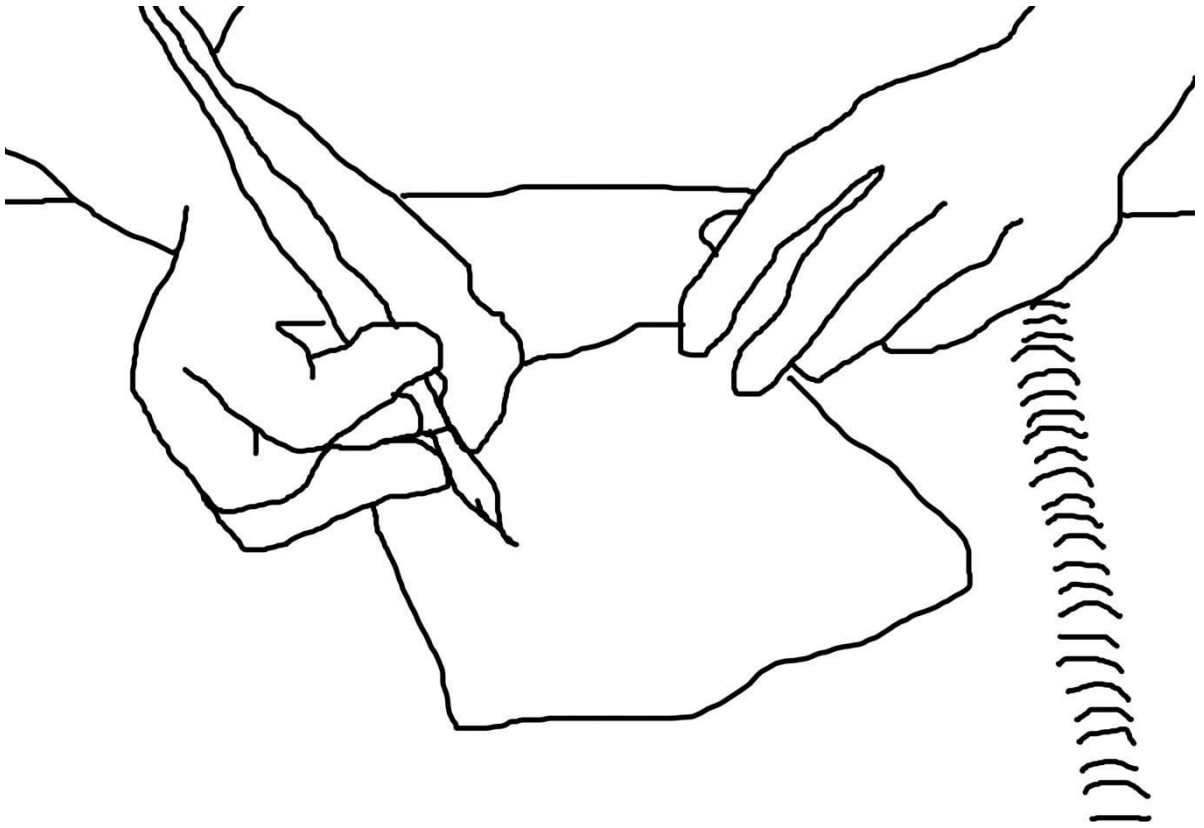
- Personal instruments
- Pas
- Recording software
- Internet

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

- Music courses of various levels (Certificate IV to Bachelor's Degree)
  - Musician
  - Composer
  - Music Teacher
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# Visual Arts Subjects



# Media

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## Unit 3 Outcomes

### Narrative, Ideology and Media Production:

- **Narrative and ideology** Students study two popular feature films to learn how they are constructed to appeal to audiences and reinforce or challenge popular beliefs.
- **Media production development** Students select a media form of their choice to research and develop skills that they will use in the completion of their production. Media forms include: video, sound, animation, photography, print, or convergent media.
- **Media production design** Students create a design for a media production in the media form of their choice.

## Unit 4 Outcomes

### Media Process, Agency and Control:

- **Media production** Students create the production they designed in Unit 3, charting their progress in a production journal.
- **Agency and Control in and of the Media** Students learn about the ways in which the relationship between the media and audiences has changed over time, researching case studies where texts have been regulated for legal, ethical or moral reasons.

### Appeals to students who:

- Create stories in a variety of media forms (video, audio, print).
- Explore questions such as:
  - What is the relationship between the media and its audiences?
  - Why do we as audiences both love and fear the media?
- Use media technologies to explore ideas and develop skills in media production.

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

### Typical Tasks:

- Class discussion
- Viewing, reading and analysing media texts, ideas and discourses
- Learning productions skills
- Planning and creating media productions

### Materials and technology used:

- Cambridge Media Reframed VCE Units 1-4, 2018
- Digital SLR and video cameras (available from the library)
- Adobe Creative Cloud applications (accessible via the school network)

### Typically leads to careers in:

- Film and Television Production
- Journalism
- Advertising and Marketing
- Public Relations
- Writing and Editing
- Live performance production
- Game Design
- Teaching

# Visual Communication Design

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## Unit 3 Design Thinking and Practice

### Outcomes: Analysis and Practice in context

- Create designs a specific purpose, audience and context in all three areas: Communication, Environmental and Industrial design.
- Analyse how visual communications are constructed and the ways that they can manipulate an audience.
- Research the process that professional designers would use in dealing with a client and in creating a finished presentation to meet the needs of the client.
- **SAT** - Generate a design brief to form the basis of a design process that will flow into Unit 4.
- **SAT** - Commence research, design thinking and idea generation to address the communication needs outlined within the design brief.

## Unit 4 Design Development and Presentation

### Outcomes: SAT continued...

- Continue the design process commenced in Unit 3 focusing on the development of the concepts for two communication needs. The design process is completed with the use of refinement, reflection and final production techniques.
- Devise a strategy to verbally and visually pitch the resolved finished presentations to the client (or class/peers).

### Appeals to students who:

- Are passionate about creating original concepts and design alternatives within communication, industrial or environmental fields
- Who are digitally confident and have a desire to learn more about a creative approach to communication design.
- Wishing to pursue a design based career path in any of the major design courses.

### Typical Tasks:

The subject is heavily practical based although students must have an analytical mind and be competent at expressing themselves both verbally and in a written context.

- Generating and developing concepts and finished designs to meet Communication, Industrial and Environmental design briefs. Eg. logo design, visual identity and collateral, packaging, architectural plans and models, drawings and mock-ups of designed objects
- Analysing how advertisers engage and manipulate the customer to purchase a particular product, use a service, or communicate a message or concept
- Creating polished design presentations for a client of your choosing.

**Folio subject:** Yes, students will produce a design portfolio of their year of work.

### Materials and technology used:

Manual drawing and design tools and materials, plus the use of computers, design software (Photoshop, Illustrator, InDesign, SketchUp, Dreamweaver and AfterEffects), digital SLR cameras and digital drawing tablet.

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

Industrial Design, Architecture, Interior Architecture, Graphic Design, Product Design, Communication Design, Games Design, Web Design, Advertising, and Landscape Design, Visual Merchandising, and is helpful when applying for any of the Interactive and Digital Media related courses.

### Careers include:

Architect, Interior Designer, Graphic Designer, Product Designer, Industrial Designer, Interactive Designer, Web Designer, Digital Animator, Digital Illustrator, Graphic Artist, PrePress Editor, 3D Character Designer, an Effects Artist in the Movie Industry, and Games Designer as well as many other design based careers

## Art

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Students choose an initial theme or concept to investigate. They develop an individual art process by exploring personal responses to their theme, sources of inspiration, other artists' work and experimenting with a range of materials, techniques and processes. They create a final artwork in Unit 3 and a final artwork in Unit 4. Their initial theme or focus can shift as a result of their exploratory art process (unlike Studio Art). They use Analytical Frameworks to analyse and compare artworks by other artists and to reflect on their own developing work, and to discuss contemporary art practices and ideas.

### Unit 3

**Outcome 1** – Use the Analytical Frameworks to analyse and interpret two artworks produced by an artist before 1990 and two artworks produced by an artist since 1990. Compare their meanings and methods.

**Outcome 2** – (the SAT) Develop personal ideas and an individual art process through ongoing exploration and experimentation and reflect on developing ideas and use of materials and techniques. Develop and refine skills and ideas and create a final artwork. Use Analytical Frameworks to reflect on your art process

### Unit 4

**Outcome 1** - Discuss art ideas and related issues and examine and develop personal points of view. Investigate one art issue in depth and use artworks and commentaries to support your own viewpoint.

**Outcome 2** – (the SAT) Continue to build upon the personal ideas and concepts from Unit 3. Refine and resolve ideas, aesthetic qualities and skills to produce a body of work and a second final artwork. Document art process in the visual diary.

### Appeals to students who:

- Want the option of their theme/ concept evolving
- Want to create final artworks in both Unit 3 & 4
- Are interested in the role of art in society and how other artists create work and explore ideas
- Like to investigate their own thoughts and feelings and want to develop a visual language
- Are interested in how artworks can convey different ideas to different audiences
- Want to develop and refine their art skills and use of creative forms of expression

**Folio subject: YES** - All work documented in the visual diary - along with final artworks this forms the Folio

### Materials/ Technology used:

Students can investigate any art material/ technique they wish, including: Painting in different media, Printmaking, Drawing, Sculpture, Photography (digital, film, video), Text, Garment and fabric design, large scale installations, Assemblage, Performance art, Mixed media

### If you have liked/ enjoyed these studies/ electives:

Art, Studio Arts, Vis Com & Design, Fashion Design, Design Technology, Media, Performing Arts.

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

University and TAFE courses, e.g. Bachelor of Fine Art, Diploma of Art/ Visual Arts. etc

Employment as an Artist, Graphic Artist/ Designer, Curator, Gallery professional, Art Historian, Visual Arts teacher, Theatre or Fashion Design, Industrial or Interior Design, Conservator, Art Journalist, Critic

## Studio Art (General)

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Students write an Exploration Proposal that discusses their chosen theme, related ideas, and investigative methods. They plan and develop a studio process to investigate related ideas, relevant sources of inspiration, photographic materials, techniques and aesthetic qualities. The E.P is referred to throughout the year as a guide for all exploration and development. Students visit exhibitions and produce Potential Directions (PD's) for final artworks from Unit 3 exploratory work.

In Unit 4, they refine and resolve selected PD's to produce at least 2 cohesive, finished artworks. In Studio Art, students can only create final artworks in Unit 4 and their theme cannot change (unlike Art).

### Unit 3

**Outcome 1 & 2** – Develop an Exploration Proposal that defines the theme, concepts and working methods. Explore chosen ideas, theme, materials and techniques, and art elements and principles to identify a range of Potential Directions for final artworks. Document their individual studio process in the visual diary.

**Outcome 3** - Research and analyse two artworks by two artists from different historical & cultural contexts: their use of materials and techniques, art elements and principles, influences, ideas and meanings.

### Unit 4

**Outcome 1 & 2** - Refine and resolve ideas from Potential Directions generated in Unit 3 to produce a cohesive folio of at least 2 finished artworks. Skillfully manipulate materials and techniques and explore presentation formats. Visually document studio process and critically evaluate final artworks.

**Outcome 3** - Visit at least two different exhibition spaces and investigate aspects of the art industry, such as the preparation, presentation, promotion and preservation of artworks, roles of galleries and artists.

### Appeals to students who:

- Like to explore their own ideas and perceptions of the world
- Want to explore and develop a range of possibilities before beginning final artworks in Unit 4
- Want to develop their skills using a range of art materials and processes
- Want to develop their visual language and express themselves creatively
- Want to understand how other artists create work, why and in what contexts

**Folio subject: YES** - All work documented in the visual diary - along with final artworks this forms the Folio

**Materials/Technology used:** Students can select from a wide range of art mediums and materials such as: painting - watercolour, gouache, acrylic, oil, brushes, palette knives, sponges etc, drawing - pencils, charcoal, pastels etc sculpture - assemblage, plaster / bandage, alginate, ceramics, found objects, wax etc, printmaking - lino, etching, monoprint, photography - digital, analogue, photoshop, darkroom, scanning, photo studio etc, performance art, textiles based art, installation art etc.

### If you have liked/ enjoyed these studies/ electives:

Studio Art, Art, VisCom & Design, Fashion Design, Design Technology, Media, Performing Arts.

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

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

## Studio Art Photography

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Studio Art Photography specialises in photographic-based art-making, and related knowledge and skills. Students write an Exploration Proposal (E.P.) that discusses their chosen theme and investigative methods. They plan and develop a studio process that outlines how they will investigate related ideas, relevant sources of inspiration, photographic materials and techniques and aesthetic qualities. The E.P. is referred to throughout the year as a guide for all exploration and development. Students visit exhibitions and analyse artworks. They identify Potential Directions (PD's) for future artworks from exploratory work in Unit 3.

In Unit 4, they refine and resolve selected PD's to produce at least 2 cohesive, finished artworks. In Studio Art, students can only create final artworks in Unit 4 and their theme cannot change (unlike Art).

### Unit 3

**Outcome 1 & 2** – Develop an Exploration Proposal that defines the theme, concepts and working methods. Explore chosen theme, ideas, materials and techniques, and art elements and principles to identify a range of Potential Directions for final artworks. Document their individual studio process in the visual diary.

**Outcome 3** - Research and analyse two artworks by two artists from different historical & cultural contexts: their use of materials and techniques, art elements and principles, influences, ideas and meanings.

### Unit 4

**Outcome 1 & 2** - Refine and resolve ideas from Potential Directions generated in Unit 3 to produce a cohesive folio of at least 2 finished artworks. Skillfully manipulate materials and techniques and explore presentation formats. Visually document studio process and critically evaluate final artworks.

**Outcome 3** - Visit at least two different exhibition spaces and investigate aspects of the art industry, such as the preparation, presentation, promotion and preservation of artworks, roles of galleries and artists.

### Appeals to students who:

- Want to explore ideas and their own perceptions of the world
- Enjoy experimenting with a range of photographic-based materials, techniques and processes
- Are willing to explore and develop a range of possibilities before beginning final artworks in Unit 4
- Wish to develop a unique visual language to express themselves creatively
- Want to understand how and why other artists create work, and in what contexts

**Folio subject: YES** - All work documented in the visual diary - along with final artworks forms the Folio

**Materials/Technology used:** Students can select from a wide range of photographic materials such as: digital & analogue cameras, photographic studio - including studio lighting, flash units, tripods, reflectors, soft boxes, backdrops - lenses, scanners, Adobe Photoshop techniques, inkjet printers, photographic papers, darkroom techniques and equipment, enlargers, filters, film types and formats e.g 35mm and 120 – and incorporate other art mediums such as painting, drawing, sculpture, printmaking, installation, sewing etc

### If you have liked or enjoyed these studies/ electives:

Studio Art, Art, VisCom & Design, Fashion Design, Design Technology, Media, Performing Arts.

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

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

## Studio Art Textiles

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### TOPICS COVERED IN UNITS 3 & 4:

#### Unit 3:

Students can work in a Textiles medium/media of their choice. They explore ideas based around an area of personal interest. The first outcome focuses on the development of an Exploration Proposal which explains the concepts, ideas and working methods they want to explore. The second looks at the exploration of a number of ideas and processes leading to a range of Potential Directions for finished works of art. The third focuses on research and analysis of artists and their artworks.

**Unit 4:** Students then refine and resolve selected Potential Directions to produce a cohesive folio of at least 2 finished artworks. Unlike Art, in Studio Art students can only create final artworks in Unit 4 and their theme cannot change. Students write up an evaluation of that process and explain their Art work/s. The last area of focus is a gallery report, based on several Gallery visits throughout the year.

#### Appeals to students who:

- Enjoy the process of creating art and working in art areas of their choice.
- Enjoys studying/ finding out about the art work of others.
- Interested in developing a folio of work
- Could be thinking of applying to further studies in an art/design areas

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

- Exploring ideas
- Creating artworks
- Written SAC's based on research of Artists and Gallery visits
- Folio development and recording processes and ideas
- Refining and completing a folio of finished works

#### Folio Subject: Yes

#### Materials/Technology Used:

- Laptops
- Wide range of Textiles based materials according to student's areas of interest. The Sky's the limit!

#### Texts Used: N/A

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

Diploma of Visual Arts/ Fine Arts (TAFE) Bachelor of Fine Arts/ Visual Arts (Uni)

Fine Artist, Art Teaching

Students taking Studio Arts can use their folio in order to support entry to a wide range of TAFE and Uni Courses allied to areas such as: Graphic Design, Visual Merchandising, Exhibition Design, Textile Design, Stage Design etc.

# Business Subjects





# Business Management

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

### **Unit 3 Outcomes**

Managing a Business (Business Foundations, Managing Employees and Operations Management)

### **Unit 4 Outcomes**

Transforming a Business (Reviewing Performance, identifying a need for change and implementing business change)

Unit 1 and 2 Business Management is **not a prerequisite** for doing Unit 3&4 Business Management.

Watch the YouTube clip to understand the subject

[https://www.youtube.com/watch?v=cGfeyhXkJHY&list=PLHcBZAPMv93z\\_pEcc76zIEGsnxgX6aGvi&index=3&t=127s](https://www.youtube.com/watch?v=cGfeyhXkJHY&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=3&t=127s)

### **Appeals to students who:**

- Work part time and want to understand the world of work
- Want to do a practical subject that is useful for any occupation
- Want to pursue tertiary education in business and commerce
- Interested in understanding the concept of motivation and employee behaviour towards change

### **Typical Tasks:**

Contemporary business case study analysis, visits to workplaces and incursions with guest speakers from industry, role plays and simulation of workplace situations, practical implementation of a manager's role through a cook off in the Business Chef Challenge, analysing news articles, YouTube clip analysis, commenting on the Bus Man Yr 12 Facebook page, revision worksheets, past year exam solving, worked examples, class discussions, web based research tasks, study of change management and a specific organisation's handling of change, attending exam preparation lectures

**Folio subject:** No

### **Materials and technology used:**

- Laptops, Notes and Flashcards, Coursework booklets, Compass Resources, Practice exam booklets/Revision sheets/Case studies, Newspaper reports
- Facebook page for Year 12 Business Management
- Edrolo and Teaching Bubble
- Kahoot games and worked examples for revision

### **Texts used:**

- CPAP Study Guide to VCE Business Management, Teaching Bubble website
- Edrolo for revision and extension activities

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

- Wish to pursue Business studies, a host of management courses including human resource management, organisational behaviour, journalism, mass communication, media, public relations, advertising, training and assessment, arts, fashion technology in University
- Do a TAFE course and wish to start their own business
- All occupations-gives a practical understanding of the work environment

# Legal Studies

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

### **Unit 3 Outcomes**

The processes and principles of the criminal and civil justice systems.

### **Unit 4 Outcomes**

The role of the Constitution, the parliament and the courts in our legal system.

### **Appeals to students who have an interest in:**

- Law
- Justice
- Politics
- Law-making

### **Typical Tasks:**

- Reading, note-taking, answering questions from textbook
- Class discussion
- Group work
- Excursions to Courts
- Guest speakers, including lawyers, police, politicians

**Folio subject:** No

### **Materials and technology used:**

- Textbook
- Online Case examples
- Websites
- Videos
- Newspaper Articles

### **Texts used:**

- Textbook (and above)

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

- Bachelor of Arts/ Law
- Police Force
- Journalism
- Department of Justice
- Social Work
- Commerce/Business

# Humanities Subjects



## Ancient History

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### Topics covered in Units 3 & 4

#### ***Unit 3: Ancient Egypt – The New Kingdom c. 1550 – 1050 BCE***

Outcome 1: Living in ancient Egypt c. 1550 – 1050 BCE

Outcome 2: Society in crisis, people in power: The Amarna Period (1391-1292 BCE)

#### ***Unit 4: Ancient Rome – The Roman Republic c. 800 – 23 BCE***

Outcome 1: Living in ancient Rome c. 800 – 146 BCE

Outcome 2: Society in crisis, people in power: The fall of the Roman republic 133-23 BCE

### **Appeals to students who:**

- Are curious about ancient worlds
- Are interested in how we know about the past
- Want to learn about the values and ideas underlying many modern-day social and political structures

### **Typical tasks:**

- Learning how to critically 'read' historical sources, including archaeological remains
- Analysing primary sources as evidence
- Reading and analysing historians' interpretations of the past
- Presenting arguments about the past and using evidence to support them

**Folio subject:** No

### **Materials and technology required:**

- Laptop
- Text books for both units

### **Typically leads to:**

Bachelor of Arts degree in ancient history, archaeology, classical studies, history

### **Careers:**

Archaeologist, Egyptologist, Historian, Information technician (library or archival records keeping), research in academic, government and private settings, government policy work, teaching

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# Global Politics

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

### **Unit 3&4 Outcomes**

#### **Global Actors**

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

#### **Global Challenges**

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

#### **Appeals to students who:**

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

#### **Typical Tasks:**

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

**Folio subject:** No

#### **Materials and technology used:**

- PowerPoint displays
- Laptops
- Newspapers & magazine articles
- Video

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

##### **Courses:**

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

##### **Careers:**

- Politician/Parliamentarian
  - Economist
  - Lawyer
  - Journalist
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# Health and Human Development

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

## Unit 3: Australia's health in a globalised world

- concepts of health and wellbeing and illness, and the dynamic/subjective nature of these concepts
- benefits of optimal health and wellbeing and its importance as a resource
- prerequisites for health as determined by the WHO
- indicators used to measure and understand health status
- health status of Australians and the factors that contribute to variations between population groups
- the contribution to Australia's health status and burden of disease of smoking, alcohol, high body mass index, and dietary risks

## Unit 4: Health and human development in a global context

- characteristics of high, middle, and low income countries
- factors that contribute to similarities and differences in health status and burden of disease
- the concept and dimensions of sustainability (environmental, social, economic)
- rationale and objectives of the UN's SDGs
- the purpose and characteristics of different types of aid
- features of Australia's aid program including its priority areas and the types of partnerships involved
- the role of non-government organisations in promoting health and wellbeing, and human development

## Appeals to students who:

- Are health conscious
- Have an interest in national and global policies
- Have an interest in global poverty and the health of populations

## Typical Tasks:

- Research tasks
- Engaging in class discussion
- Analysing statistics and graphs
- Tests

## Materials and technology used:

- Textbook
- ICT (laptop or tablet device)

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

### Course:

- Bachelor of Health Science
- Bachelor of Applied Science
- Bachelor of Food and Nutrition
- Bachelor of Health and Health Promotion

### Careers:

- Paramedic
  - Personal care worker
  - Physiotherapist
  - Nutritionist/Dietitian
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# Philosophy

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

### **Unit 3 Outcomes**

Minds, Bodies and Persons

### **Unit 4 Outcomes**

The Good Life

### **Appeals to students who:**

- Read and analyse primary philosophical texts;
- Analyse definitions of key philosophical concepts;
- Offer justified critical responses to viewpoints and arguments;
- Formulate, explain and defend ideas in philosophical exchanges with others &
- Explore questions such as:
  - What does it mean to live a Good Life?
  - Is there some deeper reality behind the appearance of the everyday world?

### **Typical Tasks:**

- reading and analysing philosophical texts
- text annotation and note taking
- class discussion
- personal reflective writing
- essay writing

**Folio Subject:** No

### **Materials and technology used:**

- Primary philosophical texts
- Podcasts
- Life experience

### **Texts used:**

#### **Minds and Bodies**

- Descartes: Meditations on The First Philosophy
- Thomas Nagel: What Is It Like To Be a Bat?
- J. Smart: Sensations and Brain Processes

#### **Personal Identity**

- Hume: A Treatise of Human Nature
- Locke: An Essay Concerning Human Understanding
- Meredith Michaels: On Personal Identity

#### **The Good Life**

- Plato: The Gorgias
- Aristotle: The Nicomachean Ethics
- Nietzsche: Beyond Good and Evil
- Susan Wolf: Meaning in Life and Why It Matters

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

- Bachelor of Arts/ Law
  - Teaching, journalism, advertising, consultancy, law
-

# Sociology

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

### **Unit 3 Outcomes: Culture & Ethnicity**

- Analyse and evaluate changes in public awareness and views of Australian Indigenous culture.
- Identify and analyse experiences of ethnicity within Australian society.

### **Unit 4 Outcomes: Community, Social Movements & Social Change**

- analyse the experience of community generally and analyse and evaluate a specific community.
- analyse the nature and purpose of social movements and evaluate their influence on social change.

### **Appeals to students who:**

- Feel strongly about a range of contemporary issues and have a desire to see social change
- Enjoy discussion and debates, including listening to others as well as explaining and justifying their own opinion
- Regularly watch the news or read newspapers

### **Typical Tasks:**

- Class discussion, note taking, research, group work, individual study, self-directed learning
- Reading and analysing media reports, news reports and statistical evidence
- Short answer and long answer questions, comprehension tasks

### **Folio subject:** No

### **Materials and technology used:**

- Textbook
- PowerPoint
- Laptops
- Newspapers & magazine articles
- Video

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

#### **Courses:**

- Bachelor of Arts
- Bachelor of Social Science
- Bachelor of Politics or Social Science

#### **Careers:**

- Journalism
  - Social work
  - Politics/policy making
  - Teaching
  - Research analyst
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# History Revolutions

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

### **Unit 3 Outcomes: French Revolution**

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

- For example in France, what role did the Enlightenment writers play in the French Revolution or how important was the public perception of Marie-Antoinette in bringing down the monarchy and did she really say 'let them eat cake'?
- For example in Russia, what role did the relationship between Rasputin and the Tsarina Alexandra play in destroying the last remnants of support for the Tsar?

### **Unit 4 Outcomes: Russian Revolution**

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

- For example, in France, why did the new government respond with the Jacobin Terror to the difficulties they were encountering?
- For example in Russia, what role did Lenin and Trotsky play in saving the revolution and was their use of violence justifiable?

### **Appeals to students who:**

- How do I make sense of the world?
- How do I learn to understand not just what is said, but what is meant or inferred.
- How do I become more than just a passive observer of the world but seek answers to personal and societal problems.

### **Typical Tasks:**

- Class based discussion
- Viewing documentary or film representations of the revolutions
- Reading and researching
- Note taking
- Analytical activities, essays and research reports

**Folio Subject:** No

### **Materials and technology used:**

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

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

University courses such as Arts courses but also more practical courses where strong investigative and analytical skills are required such as Journalism.

# French

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

**Unit 3:** The Individual: Personal identity and Lifestyles, Relationships, Aspirations, Education and Careers.

The French-Speaking Communities: The Francophone World and French Cultural perspectives

**Unit 4:** The French-Speaking Communities: Historical Perspectives

The World Around Us: Global and Contemporary Society, Communication and Media, Technology and Science

### **Appeals to students who:**

Are Francophiles and have an interest in Francophone Countries and wish to further their linguistic and communication skills in the French language

### **Typical tasks:**

- Listening in French (eg. conversations, interviews, broadcasts, films)
- Speaking in French (eg. informal conversations/discussions, presentations, role-plays, interviews)
- Reading in French (eg. silently or aloud- for pleasure eg. extracts, advertisements, letters)
- Writing in French (eg. letters, blogs, emails, reviews, articles, diary entries, personal accounts, short stories, children's fairy tales)

### **Material/Technology used:**

- Laptops
- Internet
- Television and CD/DVD Player
- French Magazines and Resources
- Realia

### **Texts used:**

Quoi de Neuf ? Senior

Schaum's Outline to French Grammar 5<sup>th</sup> Edition

Collins French Dictionary & Grammar

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

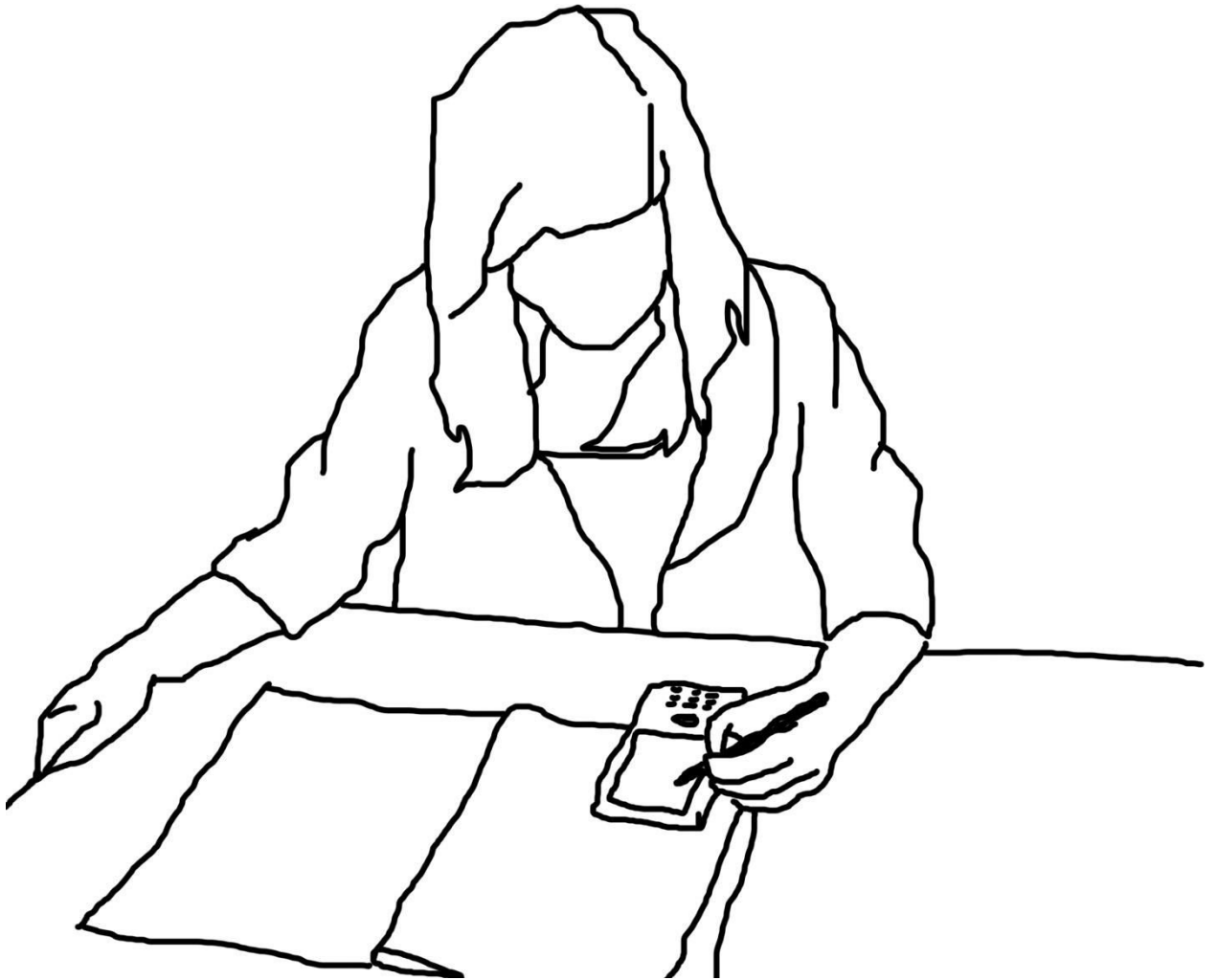
Journalist, Interpreter, Translator, Diplomat, Foreign Affairs and Trade Officer, Language Teacher, Lawyer, Librarian, Linguist, Musician, Nurse, Police Officer, Public Relations Officer, Exporter, Customs Officer, Immigration Officer, Hotel Manager, Actor, Tourist Guide, Waiter, Writer, Receptionist, Flight Attendant, Travel Consultant and more!!

### **Entry:**

It is assumed that students have formally studied the French language for at least 200 hours (approximately Years 7-10) prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Undertaking Unit 4.

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# Mathematics Subjects



## Further Mathematics

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

#### **Unit 3 Outcomes: Core Data Analysis and Recursion and Financial Modelling**

This includes:

- Displaying and summarising data,
- Investigating the association between two variable
- Regression lines
- Data transformation
- Modelling time series
- Modelling growth and decay
- Modelling and analysing loans and annuities

#### **Unit 4 Outcomes**

##### **Module 1: Matrices and applications**

This includes:

- Matrix arithmetic
- Binary, permutation, communication and dominance
- Inverse matrices, solving simultaneous equation
- Transition matrices and their applications

##### **Module 3: Geometry and measurement**

This includes:

- angle properties of triangles, Pythagoras' theorem, the trigonometric ratios sine
- the rules for calculating the surface area and volume of spheres, cylinders, cones, pyramids and prisms, and their composites
- three figure bearings and their application
- the rule for determining the length of an arc of a circle
- a sphere of radius 6400 km as a model of the earth,
- great circles (meridians) and small circles (parallels), latitude and longitude

### **Appeals to students who:**

Did you know that Further Mathematics has now become the second largest subject taken at VCE level after English? Almost 70% of students study the subject. This is primarily due to the relevance of the subject content to so many University and TAFE Courses.

It is of benefit if you are studying many other subjects such as Physics, Economics, Chemistry, Computing, Geography or Biology or if you are intending to study a science or engineering based course at University and TAFE. This subject is a Prerequisite for a number of courses other than mentioned above. Check VTAC guide.

It serves as a very useful support for many other qualifications, as well as being a sought after qualification for the workplace and courses in Higher Education.

#### **Typical Tasks:**

Application and Analysis tasks, tests.

#### **Materials and technology**

**used:**

Graphic Calculator Ti Nspire  
CAS

#### **Texts used:**

Edrolo Further Mathematics  
Units 3 & 4

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

Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Matrices and Networks are used in all Business Studies, IT and Marketing Courses and for everyday living skills. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that you will face in your future. Courses at University and TAFE require Further Mathematics include:

Mathematics, Engineering, Science, Computers, Accounting

# Maths Methods

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

### **Unit 3 Outcomes**

#### **Functions and Relations**

We look at the wide variety of relationships that can exist between two variables. We look at how to graph and analyse these relationships

### **Unit 4 Outcomes**

#### **Calculus (Differentiation & Antidifferentiation)**

Change is an ever present phenomenon in our world. Calculus is one of Maths most powerful tools that looks at change and importantly rates of change. Invented by the late great Isaac Newton, Calculus allows us to explore how things change and hence reliably predict what change will occur in a system when one of the variables is altered.

#### **Probability**

Chance is an ever present phenomenon in our world. We will study laws of probability that allow us to make predictions and informed judgements on the likely outcome of an event.

### **Appeals to students who:**

- Enjoy and are good at Maths
- Love order and logic and problem solving
- Love seeing the patterns and beauty in the world around us
- Love being able to check if the answer is right or wrong and giving your answer a big tick if it is right.

### **Typical Tasks:**

Book Exercises, Tests and assignments, Lots of Past Exams

### **Materials and technology used:**

Graphics Calculator, Text book, Brain

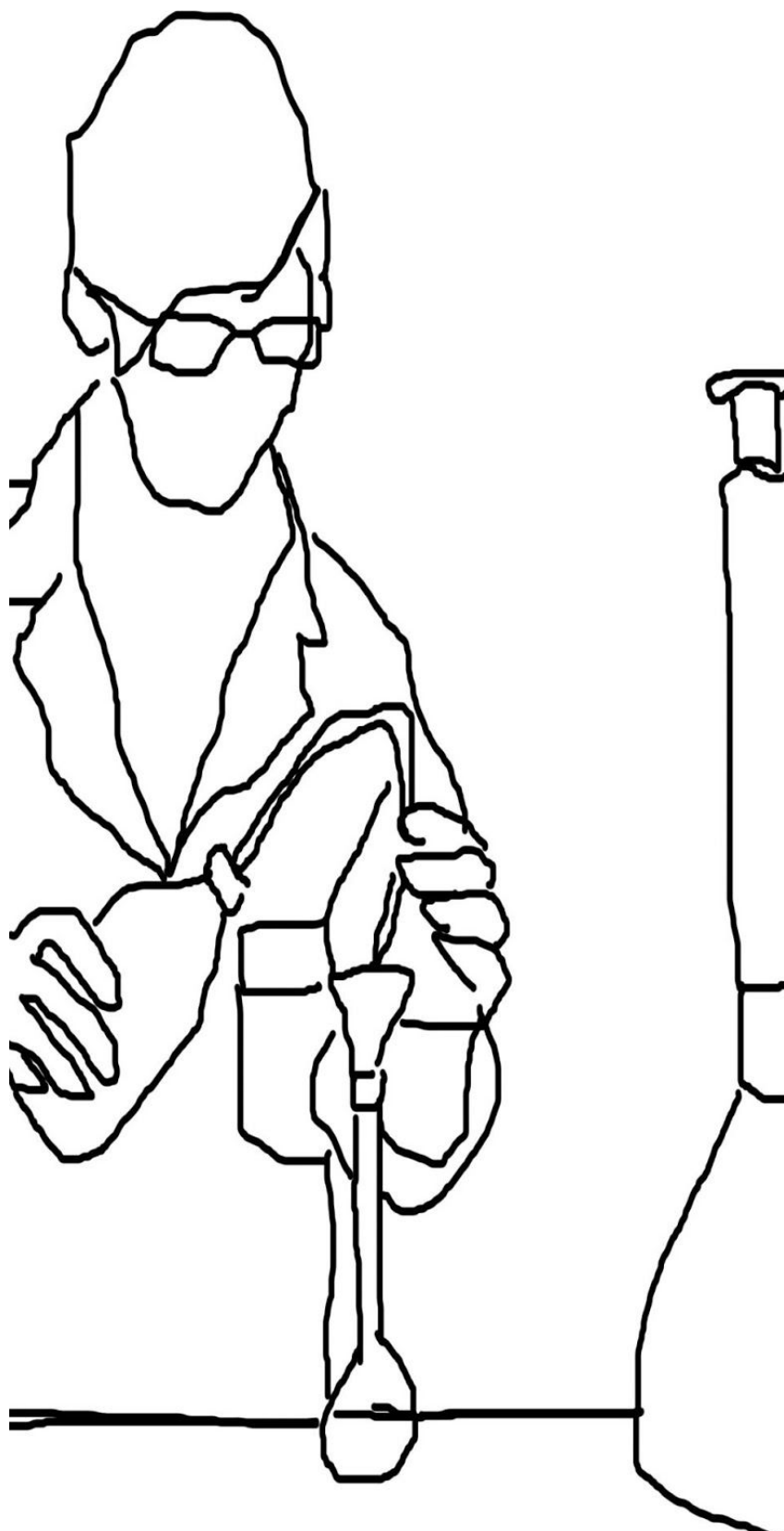
### **If you have liked/enjoyed these studies/electives in the past:**

Maths, Science, Physics, IT

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

- Science Degrees
  - Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical/Chemical etc.)
  - Computer Science
  - Business/Commerce Degrees
-

# SCIENCE SUBJECTS



# Physics

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

### **Unit 3 Outcomes**

#### **Gravitational, Electrical and Magnetic Fields**

We study the similarities and differences of these three fields. We also investigate how field theory can be applied to: constructing motors, understanding satellite motion and accelerating particles.

#### **Generating Electricity**

We study the operation of motors, generators, transformers, transmission lines etc.

#### **Motion**

We study many aspects of objects in motion including displacement, velocity, acceleration force, momentum, kinetic energy, potential energy, projectiles, collisions etc. We also study Einstein's theory of special relativity and the relationship between force, energy and mass.

### **Unit 4 Outcomes**

#### **Interactions of Light and Matter**

We study waves and particles and find that light can exhibit both wave and particle behaviour and possibly even stranger we find that matter e.g. a rock can exhibit wave and particle behaviour!

#### **Practical Investigation**

Students get to design, conduct and report on (via a scientific poster) their own practical investigation.

#### **Appeals to students who:**

- Liked Yr11 Physics (Note: You don't need Units 1 & 2 to enroll in Units 3 & 4)
- Like Maths
- Like finding out how things work and the science behind physical phenomena

#### **Typical Tasks:**

- Book Exercises, Tests and Prac reports, Lots of Past Exams, Edrolo videos

#### **Materials and technology used:**

- Scientific Calculator, NEAP Smartstudy and Exam Guide, Checkpoints, Edrolo

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

Maths, Science, Physics, Electronics

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

- Science Degrees,
- Engineering Degrees (e.g. Electrical/Electronic/Mechatronic/Civil/Mechanical etc)
- Computer Science

# Psychology

## Topics covered in Units 3&4:

### Unit 3 Outcomes

#### Stress and the nervous system, learning and memory.

##### Stress and the Nervous system

- What is the role and function of the nervous system?
- What is stress and how does it affect us?
- What are effective ways of managing stress?

##### Learning and memory

- How do we learn?
- What are the underlying biological and psychological mechanisms of learning?
- How does our memory work?
- What are the underlying biological and psychological mechanisms of memory?

### Unit 4 Outcomes

#### States of consciousness and sleep, mental health, phobias.

##### Sleep & Consciousness

- How does normal waking consciousness differ from altered states of consciousness?
- How do we measure consciousness?
- What is sleep and what function does it serve?
- How can we treat sleep disturbances?

##### Mental Health & Phobias

- What is the difference between mental illness and mental health?
- How can we preserve mental health?
- What are the biopsychosocial underpinnings of phobias?

### Appeals to students who:

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

### Typical Tasks:

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

### Materials and technology used:

- Laptop
- Textbook
- Edrolo (school subscription)

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

- Science
- Year 10 or 11 Psychology
- Sociology
- Humanities

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

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



# Biology

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

### **Unit 3 Outcomes**

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

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

### **Unit 4 Outcomes**

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

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

**Extended practical investigation and scientific poster development**

### **Appeals to students who:**

- Want to relate biological theory to real-world situations and scenarios
- Have an interest in the human body and the ways in which it develops and functions
- Enjoy researching and learning about in depth body processes
- Have an interest in animals and their behaviours, adaptations and habitats
- Enjoy a challenge – this subject is very content heavy and moves at a fairly fast pace, so you need to be on top of your game all year
- Enjoy completing practical activities and writing practical reports
- Enjoy group work for practical activities and small class presentations

### **Typical Tasks:**

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

### **Materials and technology used:**

- Laptops
- Films & Documentaries
- PowerPoints
- Worksheets & Activities
- Note taking
- Crafting (building models, creating posters etc...)

### **Texts used:**

- EDROLO VCE BIOLOGY Unit 3&4
- 'Biolnotes' revision book for Units 3 and 4

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

Bachelor of Science/Bachelor of Health Science/Bachelor of Biomedicine

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

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

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

# Chemistry

**Overview of subject:** continues on from year 11, investigating the elements that make everything on Earth, including you. Chemistry in Year 12 investigates theoretically and experimentally the concepts of this subject with an emphasis on the experimental approach to understanding the theory.

It must be stated that for every hour timetabled at school for Chemistry lessons, students should attempt a similar time as a minimum for home study. During the teaching year, Swinburne Senior Secondary College has 220 minutes of scheduled Chemistry lessons per week. Students receive 220 minutes of Chemistry learning at school (just under 4 hours) so students should strive for 220 minutes of active home study per week to benefit their Chemistry learning.

With the Chemistry textbook being an important building block to the fundamental knowledge of this subject, attempting all textbook questions is important. This forms the basic understanding of knowledge for Chemistry needed at VCE level and beyond.

To progress further, students can attempt exam-style questions from other commercial items like 'CheckPoints for Chemistry' which can be purchased from most book lists or educational bookstores. Attempting 'CheckPoint' questions allows the development of greater understanding in chemical concepts and exam-reading skills. Problem solving capacity is also built when attempting exam-style questions.

## Topics covered in Units 3&4:

### Unit 3 Outcomes

How can chemical processes be designed to optimise efficiency?

- What are the options for energy production?
- How can the yield of a chemical product be optimised?
- Practical Investigation

### Unit 4 Outcomes

How are organic compounds categorised, analysed and used?

- How can the diversity of carbon compounds be explained and categorised?
- What is the Chemistry of food?

## Typical Tasks:

- practical reports
- diagnostic tests
- multimedia presentations/posters
- participation

## Materials and technology used:

- Chemicals
- Glassware
- Burners

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

- Analytical Chemistry
  - Atmospheric Chemistry
  - Biochemistry
  - Biotechnology
  - Chemical Engineering
  - Chemical Sales
  - Chemist
  - Teaching
  - Consumer Products
  - Environmental Chemistry
  - Food Chemistry
  - Forensic Science
  - Geochemistry
  - Materials Science
  - Medicine
  - Metallurgy
  - Oceanography
  - Organic Chemist
  - Perfume Chemistry
  - Petroleum & Natural Gas Industry
  - Pharmaceuticals
  - Textile Industry
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# **PRODUCT DESIGN & TECHNOLOGY SUBJECTS**

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

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

### **Unit 3 Outcomes**

Throughout the year you will be working with an end-user or target market. Students develop a Design Brief and ultimately a garment/product for their particular end-user or target market group. In Unit 3 students write an end-user profile, a design brief, an evaluation criteria table, some research and then they design a range to suit their design brief. They then undertake materials and processes testing, gain some feedback from their end-user/ target market and select a preferred option and develop a work plan.

### **Unit 4 Outcomes**

Unit 4 requires that you produce the chosen garment/product/s for your end-user/ target market. The garment/product/s will be completed in early September. In that time you develop your pattern then cut, join or sew your product using safe and correct processes to achieve a quality finished product. Students then evaluate how their product meets the design brief they set up in Unit 3.

### **Appeals to students who:**

- Are interested in developing garment/jewellery/product making and designing skills
- Interested in following on to a tertiary study in the area of garment, textile, jewellery or industrial design and development
- Students wishing to develop a folio.
- Interested in making furniture and jewellery
- students who are interested in small business

### **Typical Tasks:**

- Written design brief, analytical assessment procedures
- Drawing and sketching skills
- Materials testings
- Product development

**Folio Subject:** Yes, your folio is developed over the course of the year as well as a major production.

### **Materials and technology used:**

- Laptops
- Copic markers, pens, textas, pencils, etc
- Industrial machinery and hand tools
- Portable power tools and some static machinery
- Sewing machines, overlockers, irons etc.

### **Texts used:**

Nelson. Product Design and Technology VCE Units 1- 4 (4th Edition)

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

Apprenticeships, TAFE, Degree and Diploma courses all over Australia including International Fashion/ costume making courses

# Food Studies

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

### **Unit 3 Outcomes**

**Food in daily life:** The science of food; Food choice, health and wellbeing. Students look at the process of Digestion, Satiety and Appetite, Sensory testing of food, Macro and Micro Nutrients, The Australian Dietary Guidelines, Food handling, health and safety, Different methods of cooking foods, The Science of Food - properties and functions, Australian Eating Patterns, Social Factors that Influence Healthy Eating, Food and the Media, Today's Food Consumers.

### **Unit 4 Outcomes**

#### **Food issues, challenges and futures:**

**Environment and ethics;** including Global Food Security, Ethical Food Production, Food Production and the Environment. The second outcome relates to **:Navigating food information-** students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets.

#### **Appeals to students who:**

- Would like to explore the world of food and appreciate the meaning of food in daily life.
- Want to understand food, health and well-being and how they are interrelated.
- Can cook and would like to extend their knowledge and repertoire.
- Although it is not a prerequisite to have studied Units 1 & 2 you will find it is a great help to have studied the first 2 units. **You MUST HAVE at least basic cooking skills for entry into this subject. Also please note that there is an increased research/investigative work and writing load compared to previous years, with the new study design.**

#### **Typical Tasks:**

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

**Folio subject:** No

#### **Materials and technology used:**

Food Materials and related equipment. Photography (in that students will be involved in 'styling' and photographing food products on occasions). Computers.

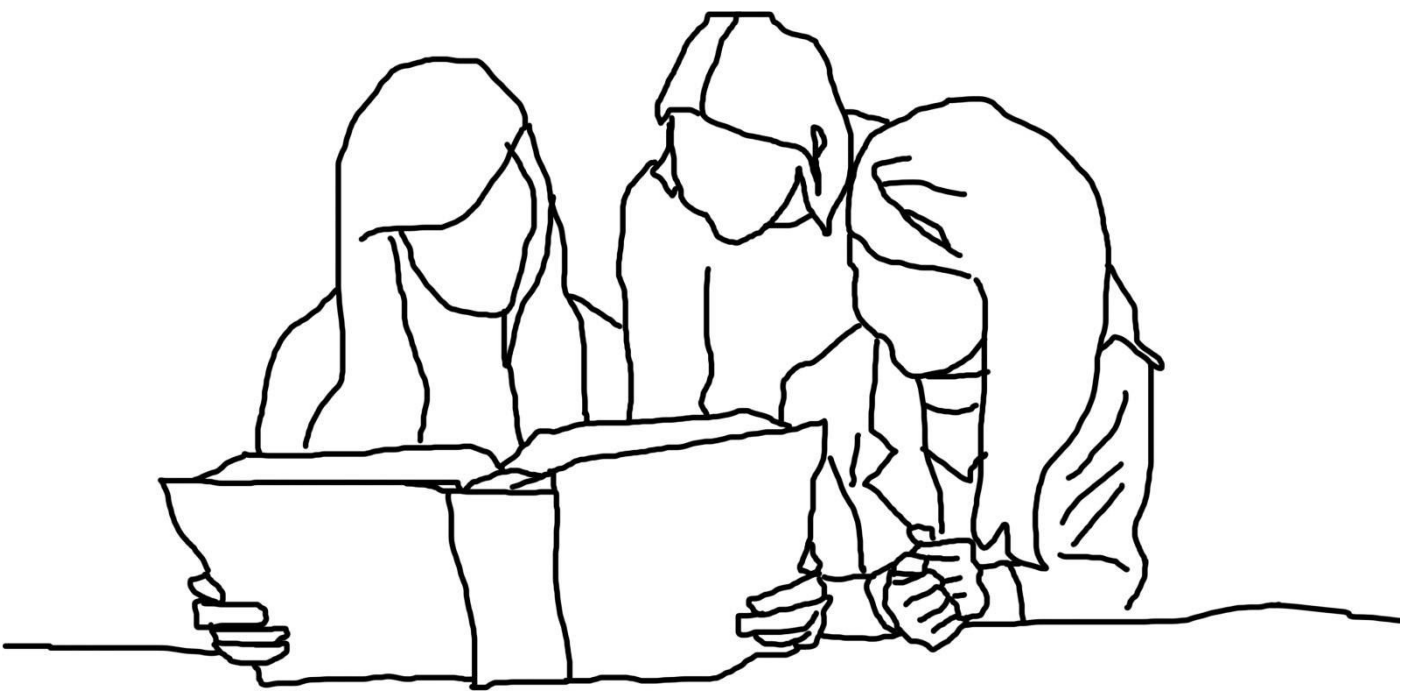
#### **Typically leads to (University and TAFE courses, occupations):**

Home Economist, Dietician, Food processing technician/laboratory assistant, Food Manufacturing, Environmental Health Officer, Journalist/Food Writer, Food Stylist/Photographer, Food Studies Teacher, Nurse, Care Worker, jobs in hospitality – the list is limitless!

**Text: Food Solutions: Food Studies Units 3 & 4. Heath et al, Nelson/Cengage. 4th Edition. Also available as a download for your computer. Highly recommended but not compulsory - A= Food Studies Notes - Cengage Learning. Muxworthy & Smith.**

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# Cross Faculty Subjects



## Extended Investigation Unit 3 and 4

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Topics covered in Units 3 & 4

### **Unit 3 Outcomes: *Designing an extended investigation***

- Developing a research question
- Planning a research method and doing research
- Critical thinking

### **Unit 4 Outcomes: *Presenting an extended investigation***

- Presenting a written research report
- Defending the research findings

**Folio subject:** Yes – Students write a 4,000-word thesis

### **Typical tasks:**

- Identifying relevant literature using university databases
- Reading and analysing relevant academic literature
- Learning how to construct and test a research question
- Designing a research method based on literature and providing a written and oral defence of it
- Critical thinking activities
- Conducting original research
- Writing up original research

### **Materials and technology required**

- Laptop
- Textbook

### **Appeals to students who:**

- Have a strong interest in a topic that they would like to investigate further, in any discipline – science, humanities, social science, literature – the choice is yours
- Wish to develop their research skills in preparation for tertiary study
- Enjoy independent learning
- Want to be challenged

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

- Research projects in any discipline

### **Typically leads to:**

- Bachelor degree in your chosen discipline

### **Careers:**

- Research in academic, government and private settings
- Policy work
- Teaching

## Senior VCAL\*

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

VCAL Requirement	Level	Subject Name
Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. This takes the form of a group project with a major focus on OH&S skills. Students will be required to undertake research, planning, oral presentations as well as a 'Structured Work Placement'.	VCAL OR.. VCE VCE	<u>Work-Related Strands</u> Industry and Enterprise* Any "Technology" subject, ie Wood Tech, Food Tech, etc.*
<b>Literacy Strands</b> – focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing. Students begin the year working on a theme, followed by individual research topics and group projects. Students are required to produce a range of writing presented in different forms, participate in oral presentations and 'teach' their own instructional class.	VCAL OR.. VCE VCE VCE	<u>Senior Literacy</u>  English* Literature* English Language*
<b>Industry Strands</b> – Students choose a VET certificate in an area they are interested in perusing a career in the future. (refer to the IMVC VET Handbook for further information)	VET Course	Any certificates 2, 3, 4 (please note Cert 3&4 usually have a prerequisite of a Cert 1&2)
<b>Personal Development Strands</b> – students develop and consolidate a range of personal skills through their work in community projects. An important and critical component is working in teams, planning and managing resources, oral presentations and coordinating a major event.	VCAL	<u>Personal Development</u>
<b>Numeracy Strands</b> – if students have not successfully completed a numeracy/maths unit at a VCE/VCAL level prior to enrolling in the Senior VCAL program, they will be required to complete one Unit of Maths. The choice of Maths will be dependent on timetabling constraints.	VCE VCE	Foundation Maths General Maths

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

### Appeals to students who:

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

### Typical Tasks:

- Practical activities
- Teamwork
- Discussions
- Excursions
- Oral presentations
- Research Participation in classroom discussion, Textual response essays
- Oral presentations, Creative responses, Writing Exercises, Textual Analysis

### Folio Subject: No

### Materials and technology used:

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

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

TAFE course or apprenticeships