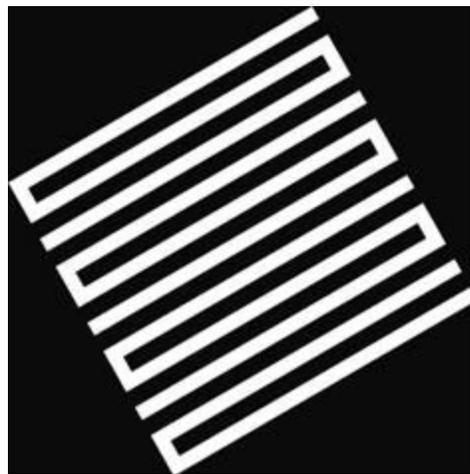


SWINBURNE SENIOR SECONDARY COLLEGE



SWINBURNE

2021 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 Metalanguage 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 extracts only	✓
Short stories	✓	✓	✓
Media Articles	✓	✓	✓
Film	✓	✗	✓
Poetry	✗	✓	✓
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

Overview:

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

Outline of Units 1 & 2:

- Learning the skills to evaluate, discuss and explore texts.
- Writing creative, persuasive and analytical responses to aspects in texts. Comparing aspects of different texts.
- Using language to persuade to present and explore a point of view.

Appeals to students who:

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

Typical tasks:

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

Materials/ Technology used:

- Laptop, books and pens, and an open, enquiring mind

Texts:

Year 11

- Editorials, Opinion pieces and letters to the editor
- 'Cosi' by Louis Nowra
- 'Montana 1948' by Larry Watson
- 'Persepolis' (the film), directed by Vincent Paronnaud
- 'The Hate U Give' by Angie Thomas

Year 12

- Editorials, Opinion and letters to the editor
- 'Like A House On Fire' by Cate Kennedy
- 'The Women of Troy' trans. by Don Taylor
- 'Tracks' by Robyn Davidson
- Film: 'Charlie's Country' directed by Rolf de Heer

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

Humanities/Arts courses at TAFE and university, Journalism, Author, Teacher, Editor Prerequisite for many courses at university and some TAFE courses.

English Language

Overview:

English Language explores why and how we use language to communicate. It is an advanced subject designed to challenge students who enjoy learning new ideas and concepts. At the core of the subject is the study of linguistics:

- **Phonology and phonetics** (the study of sounds, and how they are made)
- **Lexicon and morphology** (the study of words, including the types and structures of words)
- **Syntax** (the study of sentences - the different types and how we put them together in English)
- **Discourse** (the study of texts, including everything from text messages to casual conversations to legal documents)
- **Semantics** (the study of meaning, including literal meaning and figurative meaning eg. metaphors and similes).

Students should come away from English Language with a strong awareness of how language is constructed on a technical level, and how it is used on a social level in both speech and writing.

Outline of Year 11

Unit 1: Language and Communication

- The nature of language
- How children learn language

Unit 2: Language Change

- The history of English
- Englishes around the world

Appeals to students who:

- Enjoy languages and words, and want to understand how language works
- Like to analyse and understand change, and are interested in history, geography, and culture
- Enjoy grammar and learning technical terms to describe language and social phenomena
- Enjoy word games and playing with language

Typical tasks:

- Analysing excerpts of spoken and written language
- Reading and discussing ideas in articles, powerpoints, and textbooks
- Writing expository essays and language reports
- Creating transcripts of spoken language
- Group work, class discussions, and informal class presentations

Materials/ Technology used:

- "Love the Lingo" textbook by Kate Burridge and Debbie de Laps *Boobook* 2015
- "English Language for Senior Students: A Guide to Metalanguage" *Insight* 2016
- Videos and podcasts
- Kindergarten excursion to analyse children's use of language

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

Linguist, Lexicographer, Teacher, Translator, Historian, Sociologist, Psychologist, Political Scientist, Lawyer, Anthropologist, Copy Writer, Technical Writer, Editor, Novelist, Playwright, Screenwriter, Poet, Radio programmer, Journalist, Actor, Dialect Coach, Language Learning and Voice Recognition Software Developer, Advertising Executive, Politician, Public Servant, Social Commentator

Literature

Overview of subject:

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

Outline of Units 1&2:

Unit 1: Readers and their responses Ideas and concerns in texts. Interpreting a film text.

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

Appeals to students who:

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

Typical tasks:

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

Materials/ Technology used:

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

Texts:

Our texts cross a broad selection of plays, poetry, short stories, novels and films. Texts change year to year, but these represent the type of texts you might study.

- Sylvia Plath's *Ariel*
- Haruki Murakami's *After the Quake*
- Edward Scissorhands
- Mary Shelley's *Frankenstein*
- Arthur Miller's *The Crucible*
- Peter Carey's *The Chance*

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

- Arts courses at TAFE and university
- Journalism
- Creative Arts & Performing Art

PERFORMING ARTS SUBJECTS

MUSIC SUBJECTS

Which music subject is right for me?

Music Performance	Music Style & Composition	Music Investigation <i>(Unit 3/4 only)</i>	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. 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. In Year 12, students study three specific pieces and compose a range of musical works for external assessment. 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. This subject suits advanced Year 11 students as well as Year 12 students. 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. In Year 11, students will study issues that affect a working musician, such as music copyright and music industry knowledge. 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>	✓	✓	✓	✓	✓

Instrumental Lessons (For Music Students)

Overview

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

Outline of Lessons

- Instrumental teachers support students as required by their chosen music subject, including:
- Learning new repertoire
- Improving technical skills
- Musicianship
- Music theory
- Reading music
- SAC and assessment preparation where performance is the focus

Appeals to students who:

- Enjoy learning an instrument

Typical Tasks:

- Learning pieces/songs
- Practicing technical skills

Materials/Technology used:

- Personal instrument/s
- Soul

Typically leads to:

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

Music Performance

Overview

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

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

Please note the following conditions of studying Music Performance:

- All Students MUST be having instrumental lessons whilst studying the subject!

Outline of Units 1&2:

Unit 1: Performance, Preparing for performance, Music language

Unit 2: Performance, Preparing for performance, Music language, Organisation of sound

Outline of Units 3&4:

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

Appeals to students who:

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

Typical tasks:

- Regular performances
- Technical work
- Worksheets

Materials/Technology used:

- Personal instrument/s
- Laptop
- Auralia and Musition

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

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

Music Investigation (Units 3 & 4 only)

Overview

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

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

Please Note: This subject is a Unit 3/4 sequence only

Year 11 students are recommended to only enrol in this subject if they have previously completed Music Performance Units 1/2, or by consultation with a Classroom Music Teacher

Unit 3:

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

Unit 4:

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

Appeals to students who:

- Have a passion for music, love a particular style, genre, musician, or band
- Are interested in learning more about their instrument or specific techniques

Typical tasks:

- Presentations
- Performance
- Workshops
- Music research and analysis

Folio subject: YES

Materials/Technology used:

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

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

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

Music Style and Composition

Overview

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

In this subject there is a strong focus on creating music.

Major assessments in each unit involves (but is not limited to) students completing a folio of compositions and analysing various musical styles.

In Unit 2 students learn how to compose for film.

Outline of Units 1&2:

Unit 1: Composition, Music Analysis, Listening Skills

Unit 2: Composition for Film, Music Analysis, Listening Skills

Appeals to students who:

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

Typical tasks:

- Folio of compositions
- Analysing songs and genres

Folio subject: YES

Students complete two major compositions each term that form the basis of their folio.

Materials/Technology used:

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

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

- Composer for film/Video Games/Advertisements
- Bachelor of Music (Composition)
- As well as other music courses of various levels (Cert III to Degree)
- Musician
- Music Teacher

VET Music Industry (Performance stream)

Overview

VET Music Performance provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Students are encouraged to expand on the music they already listen to, and investigate a variety of genres, artists, and eras of music in order to become more flexible musicians. While there is no strict theory component, classes will involve improving on general music knowledge, aural skills, reading charts, and developing their on-stage performance skills and endurance.

Outline of Units 1 & 2

Students complete a range of assessments and tasks that are reflective of the current music industry, including:

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

Outline of Units 3 & 4

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

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

Appeals to students who:

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

Typical Tasks:

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

Materials/Technology used:

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

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

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

VET Music Industry (Sound Production stream)

Overview

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

Outline of Units 1&2:

- Assist in Audio recordings
- Setting up a PA for Live performances
- Mixing Audio
- Microphone selection
- Microphone placement
- Jobs in the Australian Music Industry

Outline of Units 3&4:

Units 1&2 are a prerequisite to move onto Units 3&4

- Mixing a song
- Recording a song
- Microphone selection
- Microphone placement
- Setting up PA's

Appeals to students who:

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

Typical tasks:

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

Materials/Technology used:

- Logic pro
- Microphones
- Instruments
- Internet

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

- Technical production courses of various levels (Cert IV to Degree)
- Recording Engineer
- Live Sound Engineer
- Musician

Drama

Overview

Unit 1 Introducing performance styles

In this unit 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/ or representation of real life as it is lived. The unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2 Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work.

Outline of Units 3&4:

Unit 3: Devised Ensemble Performance Unit 4: Devised Solo Performance

Appeals to students who:

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

Typical tasks:

- Drama group workshops. Substantial practical work is part of the course
- Creating and rehearsing original solo and group performances
- Performing for the class and, on occasion, performing to an external audience
- Reading and writing creatively as well as analytically (short reports and essays)

Materials/Technology used:

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

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

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

Theatre Studies

Overview

Unit 1 Pre-modern Theatre Styles and Conventions

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance

Unit 2 Modern Theatre Styles and Conventions

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

Outline of Units 3&4:

Unit 3: Staging theatre, Script interpretation, Production analysis and evaluation

Unit 4: Researching theatrical possibilities, Monologue interpretation, Performance analysis and evaluation

Appeals to students who:

- 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

Typical tasks:

- Tests
- Performance work/Designing/Constructing
- Assignments
- Production Tasks

Materials/Technology used:

- Laptops
- Art Materials and Supplies

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

- Theatre production (costume designer, set designer etc)
- Theatre Technology (Lighting, Sound etc)
- Stage Management
- Acting
- Script Writing
- Direction/Dramaturgy
- Events/Arts Management
- Events/Arts Staging
- Props/Costume/Lighting Hire and Supplies

VISUAL ARTS SUBJECTS

Media

Overview (video found [here](#))

Unit 1: Media forms, representations and Australian stories

- Students analyse how representations of places, people, and concepts change in a range of different media forms.
- They design and create their own representations in a range of media forms including video, audio and print production.
- Finally they unpack and decode the structure and style of Australian fictional and non-fictional narratives and how they have been created to engage audiences.

Unit 2: Narrative across media forms

- Students explore the concept of storytelling in fictional and non-fictional media products, evaluating how narratives change due to the genre and style of the creator(s).
- They design, develop and construct both fictional and non-fictional video narratives collaboratively in a variety of production contexts.
- Students also analyse the impact of new media technologies on society, audiences and media industries.

Appeals to students who like to:

- 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.

Typical tasks:

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

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

Materials/ 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)

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

- English and SOSE subjects
- Art and design subjects

Typically leads to:

- Bachelor of Arts, Fine Arts, Media or Screen Production
- Teaching, journalism, advertising, public relations, media production

Studio Arts (General)

Unit 1: Studio Inspiration and Techniques

- They use a visual diary to record the exploration of their ideas, responses to sources of inspiration, trials and experiments with a wide variety of materials and techniques, art elements and principles
- Students reflect on and evaluate their ideas and work in both written and oral forms.
- Students learn to research and analyse other artists and their work.
- They create at least one finished artwork

Unit 2: Studio exploration and concepts

- Students explore the studio process in the production of at least one finished artworks.
- They formulate a written Exploration Proposal which outlines their interpretation of a given theme, conceptual possibilities, inspiration, possible use of materials and techniques and aesthetic qualities
- Students identify and evaluate a range of Potential Directions as the basis for the development of at least one finished artwork
- Students research, analyse and compare how other artists create style and individual ideas in their work

Appeals to students who like to:

- Experiment with a variety of materials and techniques, and create artworks.
- Be creative and expressive in their thoughts and ideas
- Use a visual diary to explore ideas and document their process
- Research and learn about artists, art styles and the artwork of others
- Consider applying to further studies in an art or design field

Typical tasks

- exploring ideas and creating artworks
- experimenting, trialling and exploring a range of materials and techniques
- keeping a visual diary to document progress in the development of ideas and artworks
- class discussions
- analysing and interpreting artworks
- written research and analysis tasks on other artists work and studio practice

Folio subject: YES: Use of visual diary to document studio process and finished artworks.

Materials/technology used:

- a wide range of art materials including painting, drawing, sculpture, printmaking, etc
- laptop computers - including use of Photoshop and digital drawing
- DSLR cameras

Typically leads to (University or TAFE courses, occupations): Diploma of Visual Arts (TAFE) Bachelor of Fine Arts/Visual Arts (Uni), Fine artist, Art Teaching, Graphic Design, Visual Merchandising, Exhibition Design, Textile Design, Stage and Set Design, Fine Arts, Advertising, Art History, Curator, Art Conservator

Studio Arts: Photography

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

Unit 1: Studio Inspiration and Techniques

- Students work exclusively with black & white analogue photography, learn to use manual film cameras, photographic chemicals and darkroom equipment to develop negatives and photographs.
- Experiment with different photographic techniques and imaginatively explore set themes.
- Annotate all work and document their trials and explorations in their Visual Diary.
- Research photographers and analyse artworks to learn how materials, techniques and aesthetics are used to express ideas.

Unit 2: Studio exploration and concepts

- Students learn to use digital SLR cameras and Adobe Photoshop to develop skills & techniques
- Explore different photographic styles and inspiration, write an exploration proposal in response to a given theme, undertake a studio process to develop and refine a final artwork and document their creative process in their Visual Diary.
- Research, analyse and compare photographers' studio practices and artworks to learn how materials, techniques and aesthetics are used to express ideas and styles.

Appeals to students who like to:

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

Typical tasks:

- Taking photographs, creating artworks - inside and outside of class time
- Creating photograms, shooting, developing and scanning film, creating enlargements in the the darkroom, experimenting with solarisation, using equipment such as the studio, props and lighting
- Editing negative scans and digital photographs using Photoshop
- Using inspiration to develop individual ideas, brainstorming and mind-mapping
- Analysing photos - interpreting visual signs, symbols and aesthetic qualities
- Researching artists - comparing studio practices, working methods & approaches
- Annotating creative process in the Visual Diary; exploring ideas, aesthetics and techniques

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

Materials/ Technology used:

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

Typically leads to (University or TAFE courses, occupations): University & TAFE courses e.g. Bachelor of Fine Arts, Photography (Fine Art or Commercial) Diploma of Art/ Visual Art, Artist, Commercial Photographer, Photo-journalist, Director of Photography, Graphic Artist/Designer, Curator, Gallery Director, Conservator, Reviewer, Teacher, Art Historian

Studio Arts: Textiles

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

Unit 1: STUDIO INSPIRATION and TECHNIQUES

- Sampling techniques such as Polychromatic printing, Felting, Disperse dyeing, Silk painting, Patchwork, Embroidery, Beading, Quilting, Japanese slow stitching, Applique, etc
- Collecting and analysing inspiration and stimulus from a variety of sources.
- Annotate all work and document their trials and explorations in their Visual Diaries
- Research, analyse and compare textiles artists' studio practices and artworks to learn how materials, techniques and aesthetics are used to express ideas and styles.

Unit 2: STUDIO EXPLORATION and CONCEPTS

- Develop an Exploration Proposal and plan around the theme of their choice. Follow the design development process to explore and develop ideas and concepts/ samples and then create original work/s (Be it fabrics, costume or decorative wearable art pieces). They also evaluate their work and processes in the visual diary.
- Research, analyse and compare textiles artists' studio practices and artworks to learn how materials, techniques and aesthetics are used to express ideas and styles.

Appeals to students who:

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

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

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

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

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

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

Materials/ Technology used:

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

Typically leads to (University or TAFE courses, occupations) - Fashion Design Degree, TAFE Clothing Design and Construction, Textile Design Degree and TAFE, Marketing and Merchandising

Art

Unit 1: Artworks, Experience and Meaning

Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They experiment with a broad range of art mediums and techniques and document their own artistic process in the Visual Diary. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks.

Students are introduced to the Structural and the Personal Framework to guide them through analysing, discussing and writing about art ideas and the making of their own art.

Unit 2: Art and Contemporary Culture

Students continue to explore techniques and develop personal and creative responses, developing an understanding of how to use the art process. They build confidence through exploring techniques, materials and processes and develop a range of visual responses using imagination and observation.

Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice.

Appeals to students who like to:

- Explore ideas, make observations, express themselves through art making
- Use their imagination and creativity
- Investigate different ways of working and art mediums
- Explore the meaning of artworks by analysing the symbols, methods and techniques used
- Want to develop their artistic responses and create artworks.

Typical tasks:

- Exploring ideas, trialling art mediums and creating artworks
- Experimenting with and developing skills with different materials and techniques
- Reflecting on the individual art-making process in the visual diary
- Class discussions, responding to inspirational sources
- Analysing artworks and researching artists

Folio subject: Yes. All practical work in the Visual Diary and final artworks make up the folio

Materials/ Technology used:

A broad range of different art materials and mediums - drawing, painting, printmaking, sculpture, Art books, art websites, computers

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

- University & TAFE courses (Bachelor of Fine Arts, Diploma of Art) employment as an Artist, Graphic Artist, Designer, Gallery Director, Conservator, Reviewer, Art historian, Teacher

Visual Communication and Design

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

Unit 1: Introduction to visual communication design

Outcome 1 - Develop skills in creating drawings for different purposes using different methods, media and material. Includes drawing from observation, visualising concepts, technical drawing both manual and digital, and final presentations.

Outcome 2 - Select and apply design elements & principles to communicate for stated purposes. Includes logo design and packaging, poster design.

Outcome 3 - Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication within design fields

Outcome 1 - Create presentation drawings that incorporate technical drawing conventions that communicate information and ideas. Environmental plans, 2D elevations, 3D drawings such as perspective and planometric, digital 3D model and renderings.

Outcome 2 – Manipulate type and images for print and screen-based presentations. Logo, poster and app design.

Outcome 3 - Use the design process to create a visual communication appropriate to a given brief.

Appeals to students who have an interest in:

- design and creatively producing visual design solutions to a given brief
- freehand, technical (instrumental) and digital drawing processes and techniques.
- producing visual designs that effectively market, promote, advertise a product, service or company.
- developing skills in the use of design elements and principles
- developing knowledge of the function and purpose of design.

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

- Freehand and instrumental drawing tasks, manual and digital
- using different drawing techniques and design elements and principles for specific purposes
- Logo design, packaging, visual identity and collateral, poster design, architectural plans, elevations and 3D models, drawings and mock-ups of designed objects
- research tasks on comparing design from different periods of time.
- using a Visual Journal to document the design process, including annotation and evaluation
- use of the design brief to identify the purpose and audience of a design product

Folio subject: Use of Visual Diary to record design process and development of final presentations

Materials/Technology used:

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

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

Dip of Art/Visual Art, Graphic Design, Advertising, Industrial design and Architecture. Occupations include: Artist, Fashion, Industrial Design, Graphic designer, , Interior designer, Digital Designer, Product/Industrial designer, Illustrator, Architecture, Stage/Set/Theater Design, Landscape designer, Visual Merchandising + a range of diverse occupations that use design or capacity for team work within the design industry.

BUSINESS SUBJECTS

Business Management

Overview

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

Outline of Units 1&2:

Unit 1: Planning a business

Unit 2: Establishing a business

Outline of Unit 3 & 4:

Unit 3: Managing a business -understanding the business foundations and how to manage employees and operations of businesses

Unit 4: Transforming a business- identifying the need for change and implementing change

Watch the YouTube clip to understand the subject:

https://www.youtube.com/watch?v=cGfeyhXkJHY&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=3&t=127s

Appeals to students who:

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

Typical tasks

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

Materials/ Technology used:

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

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

Doing a University or TAFE course in Business/Marketing/Public Relations/Media/Mass Communication/Journalism/Advertising/Arts, working in a small business, working as an apprentice.

Legal Studies

Overview

Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice (fairness, equality and access).

Outline of Units 1&2:

Unit 1: Students develop an understanding of legal foundations, investigate key concepts of criminal and civil law and develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions.

Unit 2: Students investigate two criminal cases and two civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop an understanding of the way rights are protected in Australia and in another country.

Outline of Units 3&4:

Unit 3: Students examine the methods and institutions in the criminal and civil justice systems, consider how legal institutions and bodies assist with cases, explore matters such as rights, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution, investigate parliament and the courts in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Appeals to students who:

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

Typical tasks:

- Short and extended response questions and evaluations
- Reports including media and case study analysis

Materials/ Technology used:

- Textbook
- Online (Edrolo)
- Newspaper/media articles
- Excursions to the County and Supreme Courts

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

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

HUMANITIES SUBJECTS

Australian and Global Politics

Topics covered in Units 1 & 2:

Unit 1: Ideas, Actors and Power: covers the major features of Australia's political system; the values underpinning governance and democracy; the major ideologies including liberalism, communism and socialism; as well as the role of political parties, the media and interest groups in Australia's political system.

Unit 2: Global connections: looks at the economic and political impact of globalisation; major concepts of global politics; and key case studies in the global political arena including Transnational Corporations; the Israel/Palestine dispute and North Korea's nuclear program.

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
- Taking notes
- Writing arguments and responding to questions / prompts
- Watching news clips and documentaries
- Conducting internet research

Materials/ Technology used:

- Laptops
- Newspapers & journals
- Video
- PowerPoint displays

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

- | | |
|---------------------|--------------|
| - Humanities / SOSE | - Economics |
| - History | - Sociology |
| - Legal studies | - Philosophy |

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

Courses

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

Careers

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

Health and Human Development

Overview

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

Unit 1: Understanding health and wellbeing

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

Unit 2: Health and nutrition

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

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

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

Appeals to students who:

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

Typical tasks:

- research assignments
- group work
- tests
- multimedia presentations

Materials/Technology used:

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

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

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

Philosophy

Overview

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

Outline of Units 1&2:

Unit 1: Metaphysics, Epistemology, Introduction to philosophical inquiry

Unit 2: Ethics and Moral Philosophy, Further Problems in Value Theory, Techniques of Philosophical Inquiry

Outline of Units 3&4:

Unit 3: Minds and Bodies, Personal Identity

Unit 4: Conceptions of the Good Life, Living the Good Life in the Twenty-First Century

Appeals to students who:

- Are inquisitive
- Want to know ‘why?’
- Want to explore ideas and life in general
- Enjoy reading and writing

Typical tasks:

- Class discussions
- Small group work and collaboration
- Individual writing

Materials/Technology used:

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

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

- Arts degree
- Problem solving
- Mediating
- Love of knowledge

Sociology

Overview

Topics covered in Units 1 & 2

UNIT 1: Youth and The Family

UNIT 2: Crime and Deviance

Appeals to students who like to explore questions such as:

- Why and how has society and culture changed over time?
- What does the media say about our society and how reliable is it as a social barometer?
- What justifications can be given for social and cultural change in Australia?

Typical tasks:

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

Materials/ Technology used:

SEV Unit 1 & 2 textbook is necessary to have for this subject.

Students also require a computer or notebook for taking notes, display folder for keeping handouts and should have an understanding of how to use technology to conduct research.

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

Social Studies, Global Conflicts and Politics, Modern History and English Literature

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

Students who become interested in Sociology can continue this subject into year 12 and through University either through a Bachelor of Arts or a Bachelor of Sociology degree.

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

20th Century History

Overview

Topics covered in Units 1&2

Unit 1 1918-1939:

Ideology and conflict

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

Social and cultural change

- Focus on social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Exploration of particular forms of cultural expression from the period in the contact of the USA

Unit 2 1945-2000:

Competing ideologies

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

Challenge and change

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

Appeals to students who:

Have an interest in the processes of history and historical analysis and investigation

Typical tasks:

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

Materials/ Technology used:

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

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

History, English, Literature, Art History

French

Overview

Examples of Themes covered in Units 1 & 2 include: The Individual, The French-Speaking Communities and The World Around Us.

Unit 1:The Individual: Personal identity and Lifestyles, Relationships, Aspirations, Education and Careers.

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

Unit 2: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 5th Edition
Collins French Dictionary & Grammar

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

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

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

MATHEMATICS SUBJECTS

General Mathematics

Overview

Topics covered Units 1 & 2:

Unit 1:

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

Unit 2:

- Financial Arithmetic
- Number patterns and recursions
- Geometry and Trigonometry
- Bivariate data

Appeals to students who:

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

Appeals to students who:

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

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

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

Materials/technology used:

- Textbook
- Ti nspire CAS calculator

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

Careers that may require a Mathematics background are Building, Health, Sport Science, Finance, Science, Psychology, Teaching, Information Technology, Retail, Media, Engineering.

Mathematical Methods

Overview

Topics covered in Units 1&2 UNIT 1:

Unit 1 is the study of simple algebraic functions, and the areas of study are 'Coordinate geometry and linear relations', 'Quadratics', 'Gallery of graphs', 'Polynomials', 'Matrices' and 'Probability'

Unit 2 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'

Appeals to students who:

These two units are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Unit 3 and 4 are prerequisite for many tertiary courses including Science, Business and Health Sciences.

Typical tasks:

- Tests
- Problem solving
- Application tasks

Materials/ Technology used:

- Graphic calculator

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

- Advance mathematics at year 10

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

Careers that may require a Mathematics background are Building, Health, Sport Science, Finance, Science, Psychology, Teaching, Information Technology, Retail, Media, Engineering.

SCIENCE SUBJECTS

Physics

Overview

Topics covered in Units 1&2: CORE:

- Thermodynamics
- Life and the Universe
- Electricity
- Motion

ELECTIVES (one of these):

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

Appeals to students who:

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

If you have enjoyed the following:

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

Typical Tasks and Activities:

- Experiments
- Tests
- Assignments
- Multimedia Presentations

Technology used:

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

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

Doing a Science, Engineering, Computer Science, course at Uni or TAFE

Engineer, Scientist, Science Teacher, Industrial Designer, Architect, Games Designer, Electrician, Electronics Technician, Computer Technician, Sound Engineer, Physicist etc

Psychology

Overview

Unit 1: Shaping Behaviour & Mental Processes

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: External influences on Behaviour & Mental Processes

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Appeals to students who:

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

Typical tasks:

- Taking board notes
- Discussing & analysing experiments
- Working from the textbook
- Small group work
- Research activities

Materials/ Technology used:

- Laptop
- Textbook
- Edrolo (school subscription)

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

- Science
- Yr 10 Psychology
- Sociology
- Humanities

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

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

Biology

Overview

Unit 1: How do living things stay alive?

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

Unit 2: How is continuity of life maintained?

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

Appeals to students who:

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

Typical tasks:

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

Materials/ Technology used:

- Biozone Unit 1&2 Workbook, Online Interactives, Media, Simulation Software, Practicals

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

General Science, Human Body, Genetics, Environmental Studies, Health and Physical Education

Typically leads to:

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

Occupations: Doctor, Surgeon, Dentist, Dental Therapist, Nurse, Paramedic Health, Physiotherapist, Chiropractor, Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker, Researcher, Meteorologist

Chemistry

Overview:

In semester 1, students studying Chemistry at Year 11 (unit 1/2) investigate the chemical properties of a range of materials from metallic substances and electrolytic salts to covalent molecules like polymers and small discrete compounds.

Students use atomic theory and knowledge of atomic structure to explore and explain the relationship between elements and their interactions with each other. Students study the forces exerted by elements in a molecule onto other molecules next to them.

In semester 2, students explore properties of water to understand the importance of this molecule to the Chemistry on Earth. They study the chemical reactions of acid-base proton transfer and the chemical reaction that generates electricity.

During Year 11 Chemistry (unit 1/2), students complete two major projects (one per semester) that help them develop their research skills and build their skills in conducting experiments, collecting scientific data, analysing/processing/evaluating scientific data and communicating their findings scientifically proper posters.

Students who have not attempted Chemistry Unit 1 but wish to attempt Chemistry from Unit 2 can still give it a go. It is advised that these students get skilled-up on the concepts of (i) mole for particles, (ii) mole concept for solids and (iii) mole concept for liquids as they progress through Unit 2. It is also advised students know how to balance chemical equations and how to implement the mole ratio when dealing with various components within a chemical equation.

Topics covered in Units 1&2

Unit 1:

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

Unit 2:

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

Appeals to students who:

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

Typical tasks:

- Practical work and practical reports
- Assessment tests and projects
- Experimental design and investigations

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.

A Course Outline is provided to all students at the start of each semester so students can direct their learning at their pace. At the start of each lesson, students should cross-reference their learning pace with the Course Outline and any student who wishes to progress ahead of the Outlined are encouraged to do so.

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

To progression further, students can attempt exam-style questions from other commercial items like 'CheckPoints for Chemistry' which can be purchased from most booklists 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.

Materials/ Technology used:

- Textbook Chemistry One
- Cambridge CheckPoint for Chemistry
- Scientific calculator
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If you have liked/enjoyed these studies/electives in the past:

- Science
- Mathematics
- Environmental studies
- Physics
- Biology

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

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

PRODUCT DESIGN & TECHNOLOGY SUBJECTS

Product Design & Technology

Fashion, Wood, Industrial Design and Jewellery

Overview:

Unit 1 Product Design and Technology will see you working individually to redesign an existing product whilst developing your own style of presentation. In Unit 2 you will work collaboratively to develop a range of products which are influenced by an historical and/or cultural design movement.

Topics covered in Units 1&2

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

Appeals to students who:

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

Typical tasks:

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

FOLIO SUBJECT: Yes you will develop a folio and produce at least one product each. Materials/ Technology used:

- Fabrics, woods, metals, plastics
- Sewing machines, overlockers, irons, etc
- Soldering irons, saws, drills, blow torch, lathe, pliers, etc

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

- Clothing and product design
- Sewing/ Textiles
- Woodwork/ Metalwork
- Jewellery making

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

- Fashion / Industrial Design degree
- TAFE design and construction wood/ clothing/ industrial
- Textile Design Degree and Tafe
- Marketing and Merchandising
- Apprenticeships
- Small business

Food Studies

Overview:

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

This study enables students to:

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

Topics covered in Units 1&2

UNIT 1: Food origins: Food around the world, Food in Australia.

UNIT 2: Food makers: Food Industries, Food in the Home.

Appeals to students who:

- are creative
- have an inquiring mind
- love cooking, but **MUST already possess the ability to cook** as this is an advanced course, not a basic, how to cook course
- like experimental, investigative and design work e.g. devising recipes to meet a dietary need

Typical tasks:

- Practical production classes.
- Practical Reports.
- Research and discussion.
- Computer/Multimedia presentations.
- Organising and conducting a practical demonstration for the class.
- Coursework and SACs, some of which are **not practical cookery**.

Materials/ Technology used:

- Food materials and cooking equipment.
- Content is guided by various textbooks (Food Solutions 1 & 2 is the main text - also available to download onto your computer)..
- Course handouts and readings are provided.
- Computer, podcasts and various media including dvds relating to food skill development.

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

This study complements and supports further training and employment opportunities in the fields of food technology, food manufacturing, hospitality. It is a sought-after qualification in the field of teaching. It supports a number of careers in wider areas, for example, child care, aged care, health professions, dietetics and personal training.

***Important Note:** Please note that if you have a food allergy that we cannot guarantee that the food product concerned can be eliminated from all of the curriculum that is taught in this room, not only in Food Studies, but also in VET Hospitality, of which there are 2 separate classes per week.

We do not know about your special dietary requirements/needs unless you advise us personally in Food Studies, at your earliest opportunity.

Intermediate VCAL

Intermediate VCAL. Program Overview

Overview:

At the College, the Intermediate VCAL program is conducted primarily through the VCE program, although at a less academically challenging level. Students are required to meet all the VCAL requirements, and do this by completing a number of VCE subjects plus the one compulsory VCAL subject of Personal Development. This provides the VCAL students with the flexibility of moving to the VCE program in Year 12. Students can also choose to remain with the VCAL program in their final year and if they are interested in adding a third year to their program, they can accumulate VCE Units during their VCAL program and complete the VCE certificate in the following year.

It is also recommended that students enroll in additional VCE courses based on interest and level of commitment. A number of VCE courses such as Food Technology, Health and Human Development, Media can help students in accessing TAFE or other related courses. Please ask for advice when considering additional VCE subjects during the enrollment process and in consultation with the VCAL Coordinator.

VCAL Requirement

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

1. **Literacy Strands** - focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing. Foundation English
2. **Numeracy Strands** - focus on basic numeracy skills ie. Foundation Maths or General Maths
3. **Industry Strands** – Students choose a VET certificate in an area they are interested in pursuing a career in the future.
4. **Personal Development Strands** – students develop and consolidate a range of personal skills through their work in community projects.

Appeals to students who like to:

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

Typical tasks:

- Practical activities
- Teamwork
- Discussions
- Excursions

Materials & Technology used:

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

Typically leads to:

- TAFE course or apprenticeships

