



**SWINBURNE**  
SENIOR SECONDARY COLLEGE

# **YEAR 11 SUBJECT DESCRIPTIONS**

## **2023**

*Educating Individuals*

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# ENGLISH

(students must choose at least one)

English

English Language

Literature



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

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

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

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

## 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
- Enjoy discussing issues in the media
- 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:** Texts change from year to year, but in 2022 we studied the following

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
- 'The Hate Race' by Maxine Beneba Clarke
- 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

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## 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

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## 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.

## Outline of Units 1&2:

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

*AOS 1: Reading practices*

*AOS 2: Exploration of literary movements and genres*

**Unit 2: Focus on the text and its historical, social and cultural context.**

*AOS 1: Voice of Country*

*AOS 2: Text in its context*

## 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*
- Tim Burton's *Edward Scissorhands*
- Mary Shelley's *Frankenstein*
- Film TBC

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

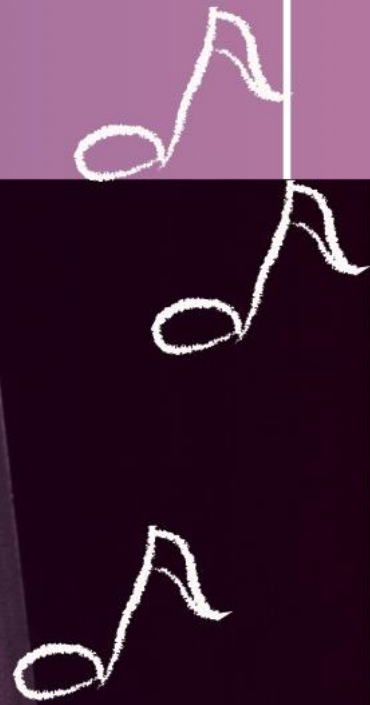
- Arts courses at TAFE and university

# PERFORMING ARTS

Drama

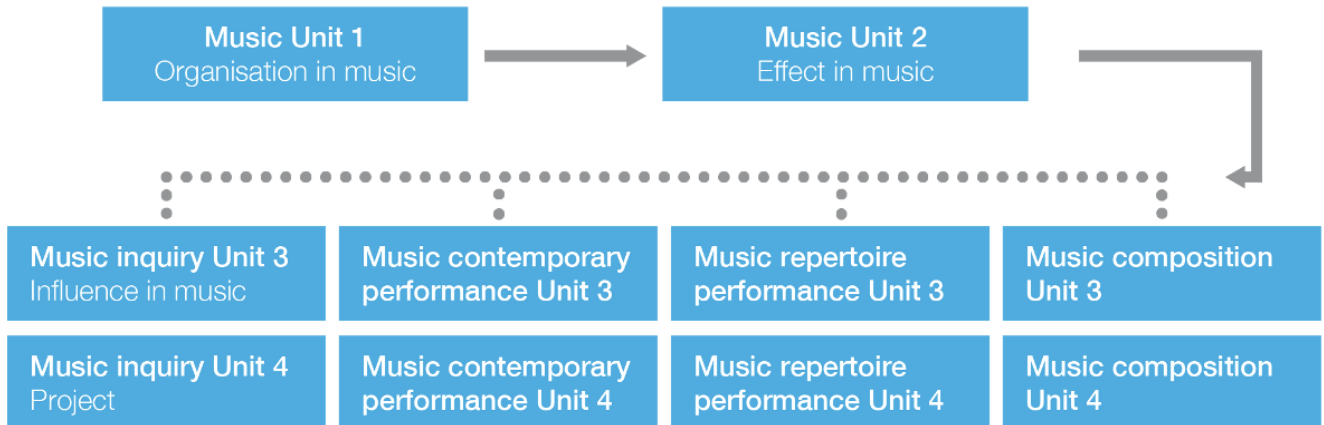
Theatre Studies

Music



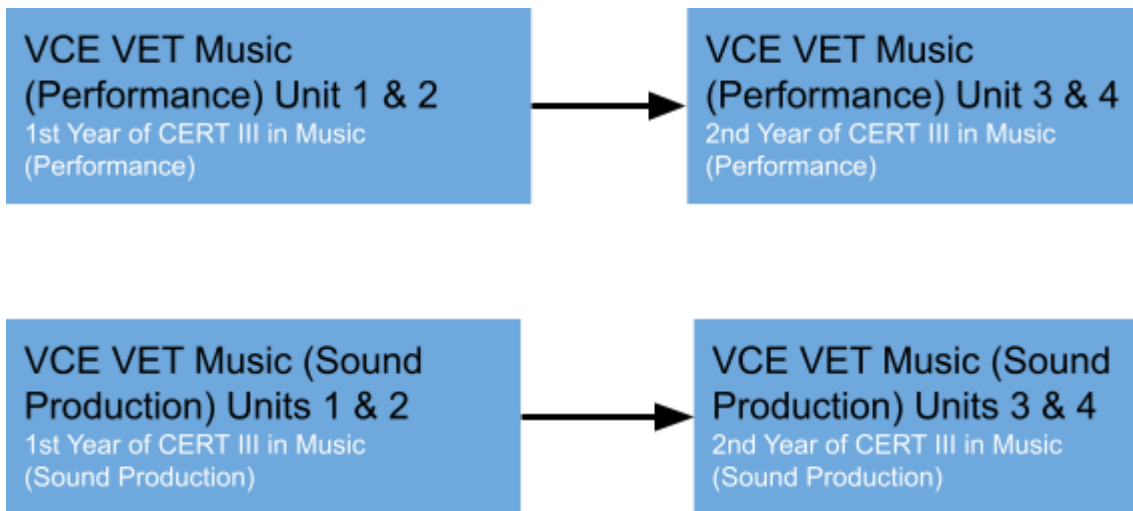


# MUSIC SUBJECTS



In Year 11 (Units 1 and 2) all VCE Music students complete a common subject that focuses on developing a broad range of skills to prepare students to specialise in Year 12. Competent and advanced Year 11 students can also take a Unit 3 & 4 subject whilst studying Year 11.

## VCE VET Subjects (Also contribute to an ATAR)



VCE VET subjects contribute to an ATAR and students also receive a Certificate III qualification. VET Music Performance is run on a Monday from 4:30 pm. VET Sound production is run on a Wednesday. Students need to apply for a VET subject through IMVC (Inner Melbourne VET Cluster) and let the Swinburne VET Coordinator (Gail Bailey) know of their application.

# Which music subject is right for me?

<b>Music (Units 1 &amp; 2)</b>	<b>VET Music <i>Performance (Units 1- 4)</i></b>	<b>VET Music <i>Sound Production (Units 1- 4)</i></b>
<p>VCE Music units are ideal for students considering a career in the music industry, a career in an associated field or for those who have a passion for music. Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music. This subject branches out into four different areas in Year 12 where students decide what path they want to follow.</p>	<p>Students take part in a mixture of group and solo performance work with a focus on expanding performance skills through analysis of musical styles which they then apply to their own musical performances and compositions.</p> <p>In Year 11, students will study issues that affect a working musician, such as music copyright and music industry knowledge. 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"> <li>• Interested in improving performance skills</li> <li>• Wanting to improve their skills on the instrument.</li> <li>• Wanting to perform in a band or group               <ul style="list-style-type: none"> <li>• Willing to learn music theory</li> <li>• Interested in developing their composition skills</li> </ul> </li> <li>• Understanding more about why music sounds the way it does</li> </ul>	<p>This subject is for those:</p> <ul style="list-style-type: none"> <li>• Interested in improving performance skills</li> <li>• Wanting to improve their skills on the instrument.</li> <li>• Wanting to perform in a band or group               <ul style="list-style-type: none"> <li>• Wanting to expand their music industry knowledge.</li> </ul> </li> </ul>	<p>This subject is for those:</p> <ul style="list-style-type: none"> <li>• Interested in using computers to make music</li> <li>• Interested in recording their own or others music</li> <li>• looking to work in the music industry               <ul style="list-style-type: none"> <li>• Want to release their own music</li> </ul> </li> </ul>

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

	Music	VET Music Performance	VET Music Production
<b>Perform on your instrument</b>	✓	✓	<i>Not the focus, but you can record</i>
<b>Compose music</b>	✓	✓	<i>Not the focus, but is developed in the class</i>
<b>Develop your knowledge of music theory</b>	✓	✓	
<b>Be assessed on music theory</b>	✓	✗	
<b>Develop your ability to describe music</b>	✓	✓	
<b>Analyse music</b>	✓	✓	
<b>Develop your ability on your instrument</b>	✓	✓	
<b>Research performers/genres</b>	✓	✓	✓
<b>Use recording software</b>	✓ Not the focus	✓	✓
<b>Have instrumental lessons</b>	✓	✓	✗
<b>Perform in a group</b>	✓	✓	✗
<b>Perform Solo</b>	<i>student choice</i>	✓	✗
<b>Participate in class discussions</b>	✓	✓	✓
<b>Complete learning tasks and assessment tasks</b>	✓	✓	✓

## Overview

### UNIT 1: Organisation of Music

Students study two significant major music works across the unit. These form the basis of their other work. Students' performances are inspired and informed by recordings of these works. Students arrange and/or compose based on the use of the elements of music in the major music works. Alongside these two creative endeavours is the analysis of the works. Students examine why these works are significant and respected by analysing the structures within the work. They examine features such as melody, harmony, rhythm and texture. This knowledge is expressed through written responses and graphic representation tasks. Students will be encouraged to compose or arrange works that they, or other students, can perform.

### UNIT 2: Effect in Music

Students look at how ideas, emotions and character are conveyed through music. Students may look at one unified theme or style across the three Areas of Study or a variety of ideas and emotions may be examined. Particular types of music that may be examined are; music that evokes pride and patriotism, music that integrates with other media such as music for action or horror films, music that evokes joy or excitement.

#### Appeals to students who:

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

#### 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

# Drama

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## 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

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## 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

Art Creative Practice

Art Making and Exhibiting

Art Making and Exhibiting (Photography)

Art Making and Exhibiting (Textiles)

Media

Visual Communication Design



# Media

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## 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, animation 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)
- USB thumb drive/SD card for storage purposes and personal headphones

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

- Humanities subjects - English, Literature, Philosophy, Politics, History
- Art and Design subjects - Art, Visual Communication and Design, Studio Arts
- Performing Arts subjects - Drama, Theatre, Music Styles and Composition

## Typically leads to:

- Bachelor of Arts, Fine Arts, Media, Screen Production, Animation. Creative Writing
- Teaching, journalism, advertising, public relations, media production, copywriting



# WHICH ART SUBJECT IS RIGHT FOR ME?

Art Creative Practice	Art Making and Exhibiting
<p><b>Creative Practice</b> focuses on the making and meaning of Art - our own and others.</p>	<p><b>Making and Exhibiting</b> concentrates on how we make, exhibit, curate and preserve artworks and the Art industry.</p>
<ul style="list-style-type: none"> <li>• Research, investigation and experimentation using <b>the Creative Practice</b></li> <li>• Ideas, issues and personal responses and expression using <b>the Creative Practice</b></li> <li>• Historical and critical study of artists and artworks</li> <li>• Interpret and respond to artworks and ideas using the Interpretive Lenses</li> </ul>	<ul style="list-style-type: none"> <li>• Practical experience in making and presenting art in <b>specific artforms</b></li> <li>• Research and select artworks to use as inspiration</li> <li>• Inquiry into the use and characteristics of materials, techniques and processes in <b>specific artforms</b></li> <li>• Critical study and research of the presentation and exhibition of artworks</li> </ul>

Things you will do in your Art subject in VCE...	Art Creative Practice		Art Making and Exhibiting	
	U 1 & 2	U 3 & 4	U 1 & 2	U 3 & 4
Research artists and artworks	✓	✓	✓	✓
Use a Visual Arts Journal to document your process	✓	✓	✓	✓
Experiment with a range of art materials and techniques	✓	✓	✓	✓
Create finished artwork/s	✓	✓	✓	✓
Visit exhibition spaces	✓	✓	✓	✓
Prepare and present a critique of your artwork to the class	✓	✓		✓
Explore at least 3 different artforms	✓			
Create a Body of Work		✓		
Use collaborative practices to make and interact with artworks	✓			
Apply the Interpretive Lenses to analyse and interpret other artists work and your own	✓	✓		
Focus on a specific artform				✓
Understand the historical development of artforms, characteristics of materials and relevant health and safety practices			✓	
Analyse how artworks are conserved and presented in an exhibition space				✓
Plan an exhibition of artworks			✓	✓
Investigate methods to present and conserve your own artwork				✓

## Contribution to final study score

SAC'S

SAT

END OF YEAR EXAM

Creative Practice	Making and Exhibiting
10%	10%
60%	60%
30%	30%

# Art Creative Practice (formally Art)

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## Overview:

Students use Experiential learning and Inquiry learning to explore ideas and collaborative practices using the Creative Practice. They focus on making art and examine how artists communicate ideas and meaning in artworks. Students explore, analyse and interpret a range of artworks and formulate their own personal opinions about art. They use a range of materials, techniques and processes to create a body of work and experiment with a range of approaches to develop technical skills. They apply the Interpretive Lenses to understand the meanings and messages of artworks and the context in which artworks are made and viewed.

## Unit 1: Interpreting artworks and exploring the Creative Practice

- Discuss the practices of three artists from different periods of time and cultures and apply the Structural Lens and Personal Lens to analyse and interpret three artworks.
- Explore how the relationship between the artist, artwork and the viewer communicate meaning in artworks.
- Use the Creative Practice to develop and make visual responses and document their process in a Visual Arts journal.
- Apply the Structural Lens and Personal Lens to document, annotate and evaluate their own art practice.
- Explore at least three different art forms and experiment with materials, techniques and processes.
- Explore areas of personal interest and document and evaluate visual responses.

## Unit 2: Interpreting artworks and developing the Creative Practice

- Apply the Cultural Lens to study the practices of three different artists and compare artworks from different cultural and historical contexts.
- Analyse diverse and alternative approaches to making and presenting artworks and investigate the different ways that artists collaborate to make artworks.
- Explore collaborative practices to make and present, this may include working with other students or creating artworks that involve the audience through interaction and participation.
- Use the Creative Practice to make and present at least one finished artwork.
- Explore and experiment with traditional and contemporary materials, techniques and processes on art forms that communicate ideas and meaning.
- Apply the Interpreted Lenses to support reflective annotations and evaluate the use of the Creative Practice using visual and written documentation.
- Present a critique and reflect on the and use feedback from a critique to refine and resolve artworks.

## Appeals to students who like:

- Experimenting with art materials, techniques and processes, including painting, drawing, printmaking and sculpture.
- Working collaboratively with other students
- Critical and creative thinking, problem solving and innovation.
- Researching, exploring and analysing artworks from a range of cultural and historical contexts.
- Art, Studio Arts, Art Creative Practice, Media, Product Design and Technology, Visual Communication Design, History.

## Typical tasks:

- Researching and investigating artists
- Experimenting with materials, techniques and processes involved in their chosen artform
- Visiting exhibitions and galleries to view historical and contemporary artworks in a range of different contexts
- Recording the Creative Practice in a Visual Journal and evaluating their work through reflective annotations

## Materials/Technology used:

Graphite, charcoal, acrylic, watercolour, oils, gouache, intaglio etching, linocut relief printing, ceramics, found materials, plaster, wire, digital art, mix media, installation.

## Folio subject: YES

## Typically leads to: (University & TAFE courses/occupations)

University and TAFE courses, e.g. Bachelor of Fine Art / Painting / Drawing / Printmaking / Photography / Sculpture. Employment as an Artist, Curator, Exhibition Designer, Art Conservator, Art Registrar, Art Historian, Gallery professional, Art Critic, etc.

# Art Making and Exhibiting (formally Studio Art)

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## Overview:

Students explore a range of materials, techniques and processes to undertake experimental exercises and create finished artworks, in response to set themes. They document their creative experimentation, exploration of influences and inspiration, and resolution of artworks, in a Visual Arts journal. Students research artists and artworks, visit exhibitions and begin to understand the thematic connections, and preparation and presentation of artworks for display.

## Unit 1: Explore, expand and investigate

- Explore artforms and experiment with a range of materials, and trial techniques to create visual language.
- Understand the historical development of artforms, the inherent characteristics of a range of materials, and health and safety practices.
- Make, refine and resolve at least one finished artwork, in response to a set theme.
- Document and annotate experimental exercises and the making of an artwork in a Visual Arts journal.
- Investigate three Australian artists from different contexts, and present their research in a proposed exhibition format such as catalogue, website or didactic.

## Unit 2: Understand, develop and resolve

- Visit an exhibition space, select three artworks to research; plan, design, curate and document a themed exhibition based on these works and others.
- In response to a set theme, explore influences and inspiration, aesthetic qualities, materials and techniques to create a range of experimental artworks.
- Resolve and present at least one finished artwork developed from experimental works.
- Development and resolution of experimental and final artworks are documented in a Visual Arts journal.

## Appeals to students who like:

- Creating artworks, and exploring new ways of seeing, thinking and working.
- Visiting exhibitions and galleries, observing, exploring, questioning the world around them - to think imaginatively and creatively.
- Experimenting with art materials, techniques and processes
- Researching and analyse artists and artworks - to explore how meaning is conveyed, through techniques, visual language and aesthetics
- Art, Studio Arts, Art Creative Practice, Media, Product Design and Technology, Visual Communication Design

## Typical tasks:

- Creating artworks - inside and outside of class time
- Creating paintings, drawings, prints and sculptures using a range of materials and techniques.
- Using inspiration to develop individual ideas, brainstorming, planning
- Analysing artworks - interpreting subject matter, visual signs, symbols and aesthetic qualities
- Researching artists, artworks - investigating studio practices, working methods & approaches
- Researching and interpreting exhibitions - theme, curation, display, design, aesthetics
- Documenting and annotating creative process in the Visual Arts journal; exploring ideas, aesthetics and techniques

## Materials/Technology used:

Graphite, charcoal, acrylic, watercolour, oils, gouache, intaglio etching, linocut relief printing, ceramics, found materials, plaster, wire, digital art, mix media, installation.

## Folio subject: YES

## Typically leads to: (University & TAFE courses/occupations)

Bachelor of Fine Arts, Costume designer, Theatre designer, Fashion designer, Diploma of Art/ Visual Art, Artist, Graphic Artist/Designer, Curator, Exhibition Designer, Gallery Director, Conservator, Reviewer, Teacher or Art Historian.

# Art Making and Exhibiting (Photography)

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## Overview:

Students explore a range of photographic materials, techniques and processes to undertake experimental exercises and create finished artworks, in response to set themes. They document their creative experimentation, exploration of influences and inspiration, and resolution of artworks, in a Visual Arts journal. Students research artists and artworks, visit exhibitions and begin to understand the thematic connections, and preparation and presentation of artworks for display.

## Unit 1: Explore, expand and investigate

- Explore the photographic art form, experiment with a range of analogue and digital materials, and trial techniques to create visual language.
- Understand the historical development of photography, the inherent characteristics of a range of materials, and health and safety practices
- Make, refine and resolve at least one finished artwork, in response to a set theme
- Document and annotate experimental exercises and the making of an artwork in a Visual Arts journal
- Investigate three Australian photographic artists from different contexts, and present their research in a proposed exhibition format such as catalogue, website or didactic.

## Unit 2: Understand, develop and resolve

- Visit an exhibition space, select three artworks to research; plan, design, curate and document a themed exhibition based on these works and others
- In response to a set theme, explore influences and inspiration, aesthetic qualities and photographic materials and techniques to create a range of lens-based experimental artworks
- Resolve and present at least one finished artwork developed from experimental works
- Development and resolution of experimental and final artworks are documented in a Visual Arts journal

## Appeals to students who like: (other subjects and interests)

- To take photographs and create artworks, and explore new ways of seeing, thinking and working
- To visit exhibitions and galleries, observe, explore, question and style the world around them - to think imaginatively and creatively
- experiment with analogue and digital photography and other lens based techniques
- To research and analyse artists and artworks - to explore how meaning is conveyed, through techniques, visual language and aesthetics
- Art, Studio Arts, Art Creative Practice, Media, Product Design and Technology, Visual Communication Design

## Typical tasks:

- Taking photos, creating artworks - inside and outside of class time
- Creating photograms, photoshoots, shooting, developing and scanning film, creating enlargements in the darkroom, experimenting, using equipment such as the studio, props and lighting, editing negative scans and digital photographs using Photoshop
- Using inspiration to develop individual ideas, brainstorming, planning
- Analysing artworks - interpreting subject matter, visual signs, symbols and aesthetic qualities
- Researching artists, artworks - investigating studio practices, working methods & approaches
- Researching and interpreting exhibitions - theme, curation, display, design, aesthetics
- Documenting and annotating creative process in the Visual Arts journal; exploring ideas, aesthetics and techniques

## Materials/Technology used:

- Manual film 35mm SLR cameras, Digital SLR cameras, 120 medium format camera, 35mm B&W film, lenses, flashes, tripods
- Photographic chemicals, enlargers, darkroom, Studio lighting, backdrops, Photoshop, printers, scanners

**Folio subject: YES. All outcomes are documented in the Visual Arts journal.**

**Typically leads to: (University & TAFE courses/occupations)** 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, Exhibition Designer, Gallery Director, Conservator, Reviewer, Teacher, Art Historian

# Art Making and Exhibiting (Textiles)

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**Overview :** Students explore a range of Textiles fabrics, techniques and processes to undertake experimental exercises and create finished artworks, in response to set themes. They document their creative experimentation, exploration of influences and inspiration, and resolution of artworks, in a Visual Arts journal. Students research artists and artworks, visit exhibitions and begin to understand the thematic connections, and preparation and presentation of artworks for display.

## Unit 1 Explore, expand and investigate

- Explore the Wearable art form, costume and sculpture and experiment with a range of materials, and textiles techniques to create visual language.
- Understand the historical development of costume ,the inherent characteristics of a range of materials, and health and safety practices
- Make, refine and resolve at least on finished artwork, in response to a set theme
- Document and annotate experimental exercises and the making of an artwork in a Visual Arts journal
- Investigate three Australian Textiles artists from different contexts, and present their research in a proposed exhibition format such as catalogue, website or didactic.

## Unit 2 Understand, develop and resolve

- Visit an exhibition space, select three artworks to research; plan, design, curate and document a themed exhibition based on these works and others
- In response to a set theme, explore influences and inspiration, aesthetic qualities and Textiles materials and techniques to create a range of experimental artworks
- Resolve and present at least one finished artwork developed from experimental works
- Development and resolution of experimental and final artworks are documented in a Visual Arts journal

## Appeals to students who like: (other subjects and interests)

- To sew and draw and create artworks, and explore new ways of seeing, thinking and working
- To visit exhibitions and galleries, observe, explore, question and style the world around them - to think imaginatively and creatively
- To experiment with Textiles techniques including dyeing, printing, patchworking, embroidery, stitching techniques
- To research and analyse artists and artworks - to explore how meaning is conveyed, through techniques, visual language and aesthetics
- Art, Studio Arts, Art Creative Practice, Product Design and Technology Fashion, Visual Communication Design

## Typical tasks:

- Creating artworks - inside and outside of class time
- Creating mood boards and collages of ideas, developing textiles trials, creating costume designs and wearable art, experimenting using different textiles medium, fibres and fabrics, drawing and designing, soft sculpture.
- Using inspiration to develop individual ideas, brainstorming, planning
- Analysing artworks - interpreting subject matter, visual signs, symbols and aesthetic qualities
- Researching artists, artworks - investigating studio practices, working methods & approaches
- Researching and interpreting exhibitions - theme, curation, display, design, aesthetics
- Documenting and annotating creative process in the Visual Arts journal; exploring ideas, aesthetics and techniques

## Materials/Technology used:

- Domestic Sewing machine (Bernina 1008) and overlocker (Singer)
- Iron and ironing board and adjustable mannequins, Material scissors, tape measure, pins and needles
- Variety of Fabrics, linen, cotton, denims, wool, silk, polyester, and cotton & wool yarns, dyes, silk paints, japanese materials and threads, applique paper, printing inks and silk screens.
- Lightbox for tracing fashion templates, coloured pencils, textas and paints.

**Folio subject: YES all work is documented in the Visual Diary**

**Typically leads to: (University & TAFE courses/occupations)** Bachelor of Fine Arts, Costume designer, Theatre designer, Fashion designer, Diploma of Art/ Visual Art, Artist, Graphic Artist/Designer, Curator, Exhibition Designer, Gallery Director, Conservator, Reviewer, Teacher or Art Historian.

# Visual Communication Design

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**Visual communication design** is about using visual language to convey messages and information through the fields of communication, industrial and environmental design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. VCD incorporates a variety of manual and digital drawing skills to support the conception and visualisation of these ideas. 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 visual communications 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 (architecture/environmental design).

**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: YES** - 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

Business Management

Legal Studies



# Business Management

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## Outline of Units 1 & 2:

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

## Overview of subject:

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

Please watch the YouTube cli (From the beginning until the 3.43 minute mark) to understand the subject:

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

## 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

Meet entrepreneurs in incursions and excursions, understand the motivation and challenges of starting a business, conceptualise a business idea, collect feedback from peers on validate IT day in school, understand the external and internal factors that affect business planning, prepare a business plan, market and pitch the business idea Shark Tank style to potential investors, learn how to employ employees in a business, apply for jobs and participate in mock interviews, 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.



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

# HUMANITIES

Australian and Global Politics

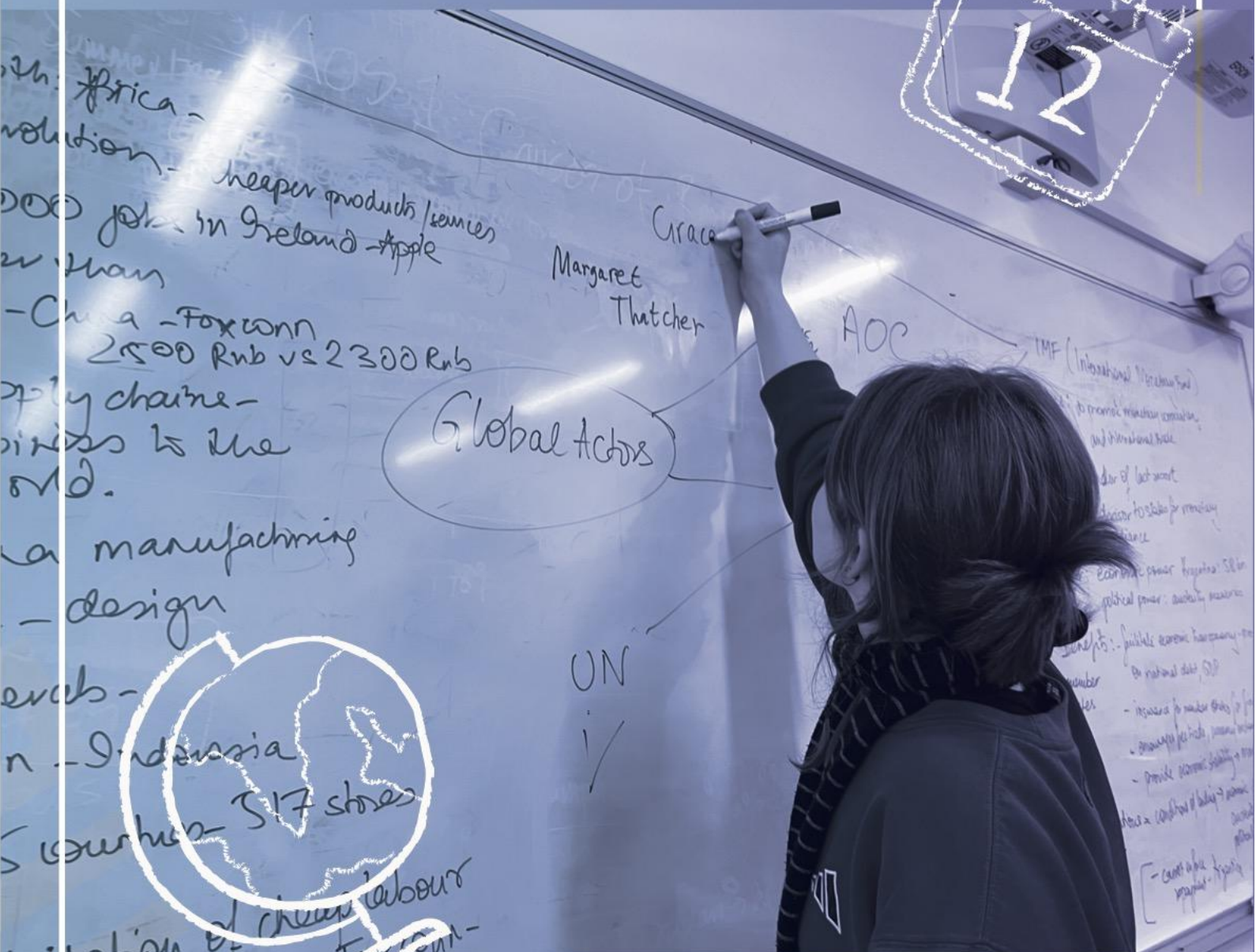
Health and Human Development

Philosophy

Sociology

History

French



# Australian and Global Politics

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## 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, climate change 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

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## 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!

## 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

## 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.

## Overview

History at year 11 is currently being reviewed, and there is yet to be a decision about the way History will run at Swinburne in year 11. Below are the topics covered in Units 1&2 in 2021.

### 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 context 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

\*TBC HTAV is releasing new textbooks for the new study design

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

History, English, Literature, Art History, Classics

# French

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## 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 8<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!!

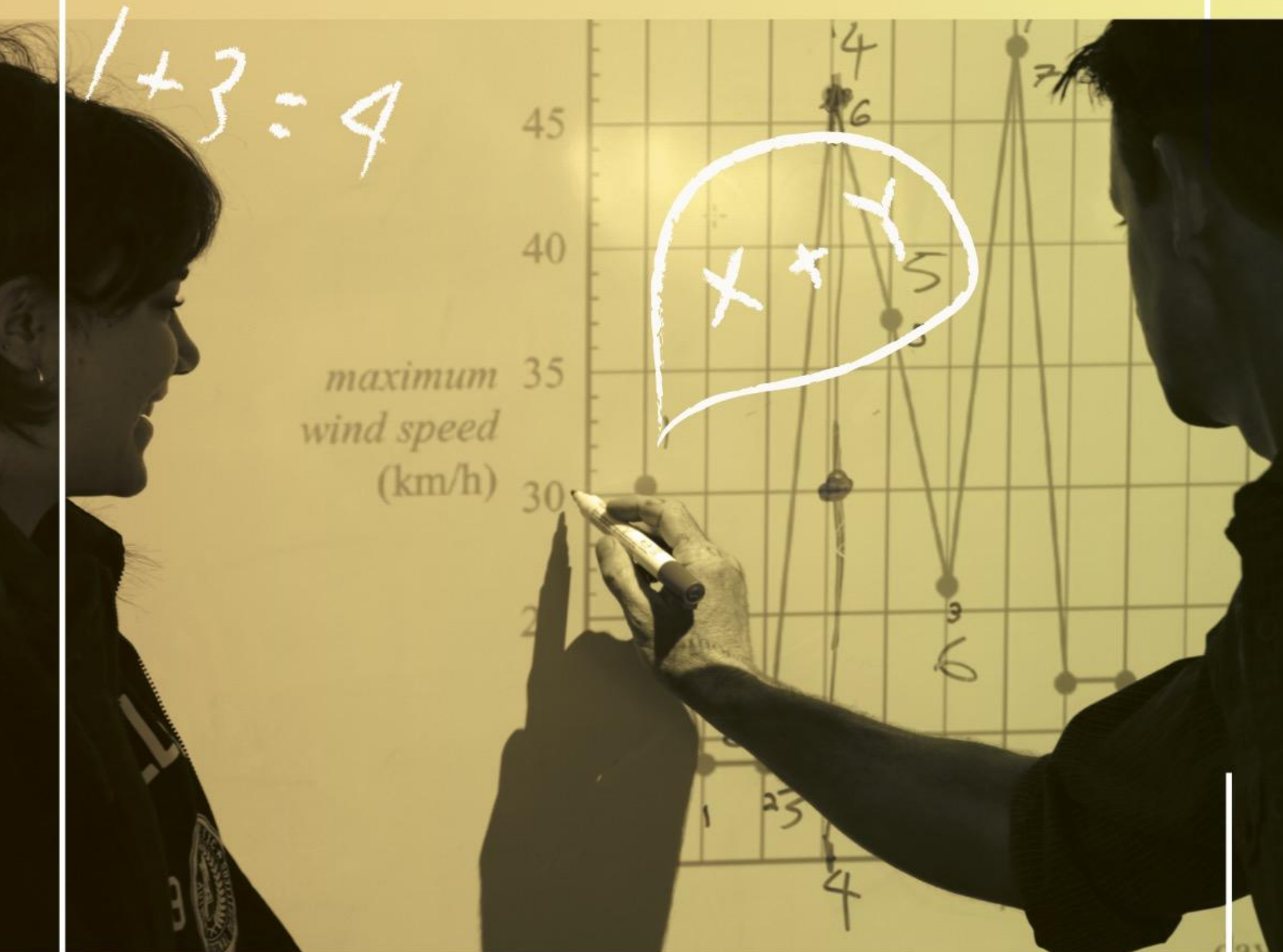
Entry:It is assumed that students have formally studied the French language for at least 200 hours (approximately Years 7-10) prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Undertaking Unit 4.



# MATHEMATICS

General Mathematics

Mathematical Methods



# General Mathematics

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## 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
- Tests
- Short written responses
- Problem-solving tasks
- Modelling tasks
- Edrolo videos

### Materials/technology used:

- Edrolo Textbook
- TI NSpire CAS Calculator (Recommended) or other Graphing Calculator, Edrolo videos

**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

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## Overview

Topics covered in Units 1&2:

**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 prerequisites for many tertiary courses including Science, Business and Health Sciences.

## Typical tasks:

- Tests
- Problem solving
- Application tasks
- Edrolo videos

## Materials/ Technology used:

- TI NSpire CAS Calculator (Recommended) or other Graphing Calculator, Cambridge Textbook and Edrolo videos

## 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

Biology  
Chemistry  
Physics  
Psychology



# Physics

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## 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
- Human body and Forces (Biomechanics)
- Alternative Energy
- AC & DC Electricity
- Human Body and Electricity
- Flight
- Radiation
- Particle Accelerators
- Human Vision
- Music
- Sports

## 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:

- Scientific Calculator (Required)
- Data loggers
- Multimeters, oscilloscopes, light meters, sound meters digital callipers 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

## 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 thoughts, feelings and behaviours
- Enjoy writing in a scientific manner

#### Typical tasks:

- Taking notes from PowerPoint slides
- Discussing and analysing experiments
- Working from the textbook
- Small group work
- Research activities

#### Materials/ Technology used:

- Laptop
- Google Classroom + Google Drive
- Edrolo textbook and digital subscription

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

- Science
- Year 10 Psychology
- Year 10 Forensics/Criminology
- Sociology
- Humanities

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

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

## Overview

**Unit 1:** How do organisms regulate their functions?

- **Cell structure and function:** structure of cells and cell organelles, the plasma membrane and passage of molecules across the membrane
- **Cell growth, death and differentiation:** the cell cycle, apoptosis (programmed cell death), disruption to the cell cycle, properties of stem cells for cell specialisation
- **Functioning and regulation of systems:** plant and animal cells, tissues, organs and organ system (digestive, excretory and endocrine in humans)
- **Scientific investigation:** students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

**Unit 2:** How does inheritance impact on diversity?

- **Chromosomes to genomes, genotypes, phenotypes and patterns of inheritance:** genes and alleles, karyotypes for displaying chromosomes, meiosis and diversity in gametes, dominant and recessive phenotypes, pedigree charts, outcomes of monohybrid crosses and outcomes for linked genes
- **Reproductive strategies:** advantages and disadvantages of asexual and sexual reproduction and reproductive cloning technologies
- **Adaptations and diversity:** genetic diversity, types of adaptations in organisms, interdependencies between species, including Aboriginal and Torres Strait Islander peoples' knowledge and perspectives
- **Practical investigation:** students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival

## Appeals to students who:

- Learning about life on our planet, from the smallest cells to the functioning of organisms
- Enjoy doing practical activities and research tasks
- Enjoy working in pairs/groups for research and presentations in class

## Typical tasks:

- Practical activities and reports
- Textbook questions and worksheets
- Group work/discussions

## Materials/ Technology used:

- Laptop, Google Classroom + Google Drive, Edrolo textbook and digital subscription

## 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  
Doctor, Surgeon, Nurse, Midwife, Paramedic, Physiotherapist, Marine biologist, Veterinarian, Vet Nurse, Zoo Keeper, Animal Researcher, Animal Refuge worker, Researcher, Lab worker

**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 exert 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 helps 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 with 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 ie bonding

**Unit 2:**

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

**Appeals to students who:**

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



**Typical tasks:**

- Practical work and practical reports
- 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 progress 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

**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

# TECHNOLOGIES

Product Design and Technologies (Fashion)

Product Design and Technologies (Industrial Design)

Product Design and Technologies (Jewellery)

Product Design and Technologies (Wood)

Food Studies



# Product Design & Technology

## Fashion, Wood, Industrial Design and Jewellery

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### 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

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## 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 curious about the origins of our food and the ingredients that go into our meals
- love food, food preparation and designing your own meals to suit different needs
- care where their food comes from and what they eat
- are interested in the environment, the management of resources and reduction of waste
- want hands on food production experiences and would like to extend their knowledge and skills

## Typical tasks:

- Practical food production classes and evaluation
- Practical Reports, research and discussion
- Coursework and SACs both practical and theory based

## Materials/ Technology used:

- Food ingredients and cooking equipment, full commercial kitchen
- Content is guided by textbooks (Food Solutions 1 & 2 is the main text - also available to download onto your computer)..
- Laptop for organisation, research and submission of coursework

## 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.

# VCE VOCATIONAL MAJOR

Literacy

Numeracy

Work Related Skills

Personal Development Skills



## What is the VCE Vocational Major (VM)?

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The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

In 2023, the VCE Vocational Major will begin for Year 11 students and Senior VCAL will continue in its current form. In 2024, the VCE Vocational Major will be delivered at both year levels.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

### **What do I have to do to get my VCE VM?**

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

## **Overview:**

Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy Year 11 VCE VM is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

## **Topics covered in Units 1&2**

### ***UNIT 1: Literacy for Personal Use & Understanding and Creating Digital Texts***

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact.

### ***UNIT 2: Understanding Issues and Voices & Responding to Opinions***

Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. They consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

## **Appeals to students who:**

- Are hands-on learners
- Enjoy a practical approach to learning
- Are looking to develop their reading and writing skills
- Prefer work-related and real-world contexts

## **Typical tasks:**

- Reflective Journals
- Research Tasks and Case Studies
- Different types of written pieces
- Discussion and Debate
- Posters, Brochures and Digital Presentations
- Videos, podcasts or oral presentations
- Comparison of different opinions

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

- English
- Literature
- Media

## **Typically leads to:**

- VCE Vocational Major Certificate
- TAFE courses
- Trades and employment opportunities

# VCE VM Numeracy

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## **Overview:**

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

## **Topics covered in Units 1&2**

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### ***UNIT 1: Number, Shape, Quantity and Measures, Relationships***

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

### ***UNIT 2: Dimensions and Direction, Data, uncertainty, Systematics***

In Unit 2 students will extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

## **Appeals to students who:**

- Are hands-on learners
- Enjoy a practical approach to learning
- Are looking to develop their numeracy skills
- Prefer work-related and real-world contexts

## **Typical tasks:**

- Investigations and projects
- Budgets
- Multimedia presentations, posters, reports
- Portfolio of resources

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

- Maths
- Science

## **Typically leads to:**

- VCE Vocational Major Certificate
- TAFE courses
- Trades and Employment opportunities



# VCE VM Work Related Skills

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## **Overview:**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge. This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives.

## ***UNIT 1: Careers and Learning for the Future***

Students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment.

## ***UNIT 2: Workplace Skills and Capabilities***

Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

## **Appeals to students who:**

- Are hands-on learners
- Enjoy a practical approach to learning
- Are looking to develop their employability skills
- Prefer work-related and real-world contexts
- Want to understand the workforce better

## **Typical tasks:**

- Research Tasks and Case Studies
- Posters, Brochures and Digital Presentations
- Videos, podcasts or oral presentations
- Career action plan, resume and cover letter
- Record of meeting with careers advisor and/or job interviews
- Mock interviews

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

- Business Management
- Work Experience

## **Typically leads to:**

- VCE Vocational Major Certificate
- TAFE courses
- Trades and employment opportunities

# VCEVM Personal Development Skills

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## **Overview:**

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

## **Topics covered in Units 1&2**

### ***UNIT 1: Healthy Individuals***

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

### ***UNIT 2: Connecting to Community***

Students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

## **Appeals to students who:**

- Are hands-on learners
- Enjoy a practical approach to learning
- Are looking to develop their understanding of themselves and their community
- Prefer work-related and real-world contexts
- Want to contribute to community
- Enjoy working in a team

## **Typical tasks:**

- Reflective Journals and Written reports
- Research Tasks and Case Studies
- Posters, Brochures and Digital Presentations
- Videos, podcasts or oral presentations
- Record of visits to community-based programs or organisations
- Community engagement plan

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

- Health and Human Development
- Social Studies

## **Typically leads to:**

- VCE Vocational Major Certificate
- TAFE courses
- Trades and employment opportunities



# **VCE VET PROGRAMS**

## VET Programs at Swinburne Senior Secondary College

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Certificate II in Dance (with selected Units of competency from Certificate III in Dance)

Certificate II in Furniture Making Pathways (Units 1 – 4)

Certificate II in Hospitality Kitchen Operations (Dual Program) Units 1 & 2 – First Year

Certificate II in Kitchen Operations 3 & 4 – Second Year

Certificate III in Screen & Media (Creative & Digital Media Focus) (Units 1 – 4)

Certificate III in Screen & Media (Video Production) (Units 1 – 4)

Certificate III in Music Industry (Sound Production specialisation) (Units 1 – 4)

Certificate III in Music Industry (Performance specialisation) (Units 1 – 4)

### Other choices for VET programs off site

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Acting (Screen)

Allied Health Assistance

Animal Studies

Applied Fashion Design and Technology

Automotive Studies (General)

Aviation

Building and Construction (Carpentry)

Community Services

Construction Pathways

Design Fundamentals (Design Focus)

Design Fundamentals (Visual Arts Focus)

Early Childhood Education and Care

Electro technology Studies (Pre-Vocational)

Engineering Studies

Equine

Events

Horticulture

Hospitality (Second Year)

Information and Technology (General)

Information and Technology (Games stream)

Information and Technology (Networking/Cyber)

Integrated Technologies (Cisco)

Interior Decoration Retail Services

Laboratory Skills

Make-Up

Music Industry (Creation and Composition -  
Electronic)

Musical Instrument Making

Plumbing (Pre-Apprenticeship)

Printing and Graphic Arts

Salon Assistant

Screen and Media (Game Design)

Small Business (Operations/Innovation)

Sport and Recreation

Tourism

Visual Arts

**More info at:**

**<https://courseguide.imvc.com.au/about-vet/>**