



SWINBURNE
SENIOR SECONDARY COLLEGE

YEAR 12 SUBJECT DESCRIPTIONS

2023

Educating Individuals

ENGLISH

(students must choose at least one)

English

English Language

Literature



Topics covered in Units 3&4:

Unit 3 Outcomes

Reading and Creating Texts:

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

Analysing Argument:

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

Unit 4 Outcomes

Reading and Comparing Texts: Students explore the meaningful connections between the two texts. Students will explore the similarities and differences between the two texts and produce a detailed written comparative analysis.

Presenting Argument:

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

Appeals to students who:

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

Typical Tasks:

- Participation in classroom discussion, textual response essays
- Oral presentations, creative responses, writing exercises, textual analysis

Materials and technology used:

- Laptops, reading texts

Texts used:

- *The Women of Troy* by Euripides
- *Charlie's Country* dir. Rolf de Heer
- *The Hate Race* by Maxine Beneba Clarke

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

- English is a required subject for most courses after Year 12.
- English can prepare you for any course that you wish to take after Year 12 as it helps to develop your reading, writing, analytical and research skills.

Strong written and verbal communication skills are required for success in any field you choose to pursue.

Do you need a Unit 1 and/or 2 to study this subject?

- | |
|---|
| ✓ Any Unit 1 or 2 English/Literature/English Language/EAL |
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Literature

Unit 3: Outcomes

Adaptations and transformations

Developing interpretations

Unit 4: Outcomes

Creative responses to texts

Close analysis

Appeals to students who:

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

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

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

Folio subject: No

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

Equipment:

- Laptops,
- Books and pens

Texts used: 2023

- *Picnic at Hanging Rock* by Joan Lindsay (novel)
- *Picnic at Hanging Rock* dir. Peter Weir (film)
- *Dracula* by Bram Stoker (novel)
- *Hippolytus* by Euripides (play)
- *Poems Selected by Seamus Heaney, Yeats WB* (poetry)

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

Arts courses at TAFE and university

Journalism

Performing Arts

<p>Do you need a Unit 1 and/or 2 to study this subject?</p>
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✓ Not required

English Language

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

Unit 3: Language Variation and Social Purpose

How is language used in 2022 Australia? What makes it informal and formal? We analyse a range of written and spoken texts, from casual conversations to legal documents to rap lyrics. We identify the features that contribute to a text's formality and name these using linguistic metalanguage, including the principles of phonetics, phonology, morphology, lexicon, syntax, discourse analysis, and semantics.

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

Appeals to students who:

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

Typical Tasks:

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

Folio subject: No.

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

Texts used:

- English Language for Senior Students: A guide to Metalanguage (Kirsten Fox, Insight)
- VCE English Language Unit 3 & 4 Living Lingo (Boobook Education)
- VCE English Language Exam Guide 3rd Edition (Kirsten Fox, Insight) *Recommended*
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Typically leads to (University and TAFE courses, occupations): Knowledge of how language functions provides a basis for fields such as arts, sciences, law, politics, trades, and education. English Language also establishes skills required in communication-related fields, including designing information, and communications technology solutions and computer programming. The study also supports language-related fields such as psychology, linguistics, speech and reading therapy, journalism and philosophy. Finally, it is an enormous advantage when studying a foreign language.

Do you need a Unit 1 and/or 2 to study this subject?
✓ Recommended

PERFORMING ARTS

Drama

Theatre Studies

Music Inquiry

Music Contemporary and Repertoire Performance

Music Composition



Drama

In VCE Drama, students tell stories, explore ideas and historical contexts, and communicate meaning through the practice of performance-making. Students develop an ability to empathise through understanding and accepting diversity and diverse viewpoints.

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

Unit 4 Devised solo performance: This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances, including a 7 minute solo performance exam. Students also write about their solo and undertake a theory exam.

Appeals to students who:

- Enjoy performing, acting, scriptwriting, choreography, and creating their own drama material
- Enjoy teamwork and working with others creatively
- Are interested in analyzing drama performances
- Enjoy historical and character research

Typical Tasks:

- Drama warm ups, practical activities, and group workshops
- Performing for the class alone and in groups, and, on occasion, performing to an external audience
- Reading and writing creatively as well as analytically (eg. scripts, short answer analysis questions)
- Extensive independent creative research (eg. researching a time period and historical context)

Folio subject: No

Materials and technology used:

- Course handouts and readings are provided
- Reading plays, novels and non-fiction works in preparation for performance outcomes

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

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

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

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required*

*Acting or playmaking experience required. Students without Units 1 or 2 will need to have a conversation with the drama teacher to assess if they are suitable for the subject.

Theatre Studies

Topics covered in Units 3&4:

Unit 3: Producing Theatre

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

Unit 4: Presenting An Interpretation

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

Appeals to students who:

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

Typical Tasks:

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

Folio subject: No

Materials and technology used:

- Laptops
- Building Tools

Texts used:

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

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended

Music Composition

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

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

Topics covered in Units 3&4:

Unit 3 Outcomes

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

Unit 4 Outcomes

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

Appeals to students who:

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

Typical Tasks:

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

Folio subject: Yes

Materials and technology used:

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

Texts used:

All resources provided

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended but not required
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Music Contemporary and Repertoire Performance

Students choose to complete their performance exam in a contemporary or classical context. The focus of the end of year exam for Music Contemporary is for students to present a range of pieces with their own interpretation as a soloist or in a group. For Repertoire Performance students perform notated pieces that are in line with the technical and stylistics requirements of the piece both in a solo and group setting.

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

Students MUST have instrumental lessons.

Topics covered in Units 3&4:

Unit 3 Outcomes

Music Performance, Technical Performance, Music Language

Unit 4 Outcomes

Music Performance, Preparing for Performance, Music Language

Appeals to students who:

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

Typical Tasks:

- Regular performances
- Technical work
- Worksheets

Folio subject: No

Materials and technology used:

- Laptops
- Musition and Auralia
- Recording

Texts used:

Students purchase Auralia and Musition (Computer based software)

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended (but not required)
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Music Inquiry

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

Prerequisites:

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

Topics covered in Units 3&4:

- Performance
- Music Analysis & Research
- Composition

Appeals to students who:

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

Typical Tasks:

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

Folio subject: Yes

Materials and technology used:

- Personal instruments
- Recording software
- Music notation software

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

- Music
- Musical Theatre
- Composition
- Creative Pursuits

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

Music courses of various levels (Certificate III to Bachelor's Degree)

Musician

Composer

Music Teacher

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended (but not required)
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Instrumental Lessons

Overview of Subject:

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

Topics covered in Units 3&4:

Unit 1&2 Outcomes

Learning songs, improving technical skills

Unit 3&4 Outcomes

Learning songs, improving technical skills

Appeals to students who:

- Enjoy learning an instrument

Folio subject: *No*

Typical Tasks:

- Learning songs
- Practicing technical skills

Materials and technology used:

- Instrument
- Soul

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

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

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required

VISUAL ARTS

Art Creative Practice

Art Making and Exhibiting

Art Making and Exhibiting (Photography)

Art Making and Exhibiting (Textiles)

Media

Visual Communication Design



Overview (video overview can be seen [here](#))

Unit 3 Outcomes - Narrative, Ideology and Media Production:

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

Unit 4 Outcomes - Media Process, Agency and Control:

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

Appeals to students who:

- Create stories in a variety of media forms (video, audio, print).
- Explore questions such as:
 - What makes an effective media narrative?
 - What is the relationship between the media and its audiences? Who controls who?
 - Why do we as audiences both love and fear the media?
- Use media software & equipment to explore ideas and develop skills in media production

Folio subject: Yes, Media is a mix of both theory and practice, as such it has a different folio requirement than other arts studies. Over the course of this course you will develop an online folio that charts the development of your project. Once the production design plan is completed it is not developed further in Semester Two but is annotated in conjunction with the development of their production.

Typical Tasks:

- Class discussion
- Viewing, reading and analysing media texts, ideas and discourses
- Learning productions skills
- Planning and creating media productions
- Evaluating your own media production and those of your classmates

Materials and technology used:

- Cambridge Media Reframed VCE Units 1-4, 2018
- Digital SLR and video cameras (available from the library)
- Adobe Creative Cloud applications (accessible via the school network)
- USB thumb drive/SD card for storage purposes and personal headphones

Typically leads to careers in:

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

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required (Highly Recommended)

Visual Communication Design

Unit 3 Visual Communication Design practices

Outcome 1:

- Create designs for a specific purpose, audience and context in all three areas: Communication, Environmental and Industrial design
- Analyse how visual communications are constructed and the ways that they can manipulate and communicate with an audience

Outcome 2: Research the process that professional designers would use in dealing with a client and in creating a finished presentation to meet the needs of the client

Outcome 3: SAT

- Generate a design brief to form the basis of a design process that will flow into Unit 4.
- Commence research, design thinking and idea generation to address the communication needs outlined within the design brief

Unit 4 Development, evaluation and presentation

Outcomes 1 & 2: SAT continued...

- Continue the design process commenced in Unit 3 focusing on the development of concepts for two communication needs. Complete design process with refinement and final presentations of concepts.
- Create and present a Pitch (oral, written and visual) with mock-ups to collect feedback, reflect on and apply feedback as refinement and document in SAT folio

Appeals to students who:

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

Typical Tasks:

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

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

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

Materials and technology used:

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

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

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

Careers include:

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Not required (but recommended)
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Art Creative Practice (previously Art)

Students use inquiry and project-based learning as starting points to develop a Body of Work. Using the Creative Practice, they explore artforms, materials, techniques and processes and their ideas in a very hands-on approach to learning. They apply the Interpretive Lenses to research artists and artworks and to analyse and evaluate their own work. They respond to feedback from a critique to refine and resolve their artwork/s.

Unit 3 INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

- Research historical & contemporary artists, select one artist as a starting point to develop a body of work
- Use materials, techniques and processes in a range of art forms to develop a personal visual language
- Apply the Interpretive Lenses to analyse, reflect on and evaluate work
- Reflect on feedback received from a critique to resolve and present at least one finished artwork

Unit 4 INTERPRETING, RESOLVING, AND PRESENTING ARTWORKS & THE CREATIVE PRACTICE

- Continue ongoing experimentation and exploration of personal responses from Unit 3
- Document and reflect on refinement and resolution of visual responses in visual diary
- Apply Interpretive Lenses to analyse and compare the meanings and messages of artworks
- Refine skills using materials and techniques in selected art forms to resolve ideas
- Present a Body of Work to communicate ideas and meaning to a viewer/audience

Appeals to students who like:

- To be engaged in producing their own art, who like to explore different materials and techniques
- Are passionate about expanding and growing their creativity in a hands-on, open ended approach
- Enjoy visiting galleries & exhibition spaces to learn about artists work to gain motivation and inspiration
- Any of these studies; Art Making & Exhibiting (previously Studio Arts), Media, Visual Communication and Design, Product Design & Technology (textiles/ wood/ jewellery), Literature.

Typical tasks:

- Experimenting with materials, techniques, processes and artforms
- Visiting exhibitions to view historical and contemporary artworks
- Documenting the Creative Practice in a visual diary, critiquing artworks and applying feedback
- Researching artists and artworks for inspiration and understanding

Materials/Technology used:

Students can select the artform they wish to work within, however, are encouraged to work within their skill set for Year 12 and continue to develop and build upon the skills already developed. Artforms may include;

- Painting / Drawing - graphite, charcoal, acrylic, watercolour, oils, gouache, ink
- Printmaking - intaglio and relief printing, monotypes, collagraphs, cyanotypes
- Sculpture / Ceramics - found materials, stoneware/earthenware clay and glazes, plaster, wire, wax
- Photography / Video / Performance Art - film and digital photography, video and sound recording
- Mixed Media / Collage / Assemblage / Installation

Folio subject: YES

Typically leads to: (University & TAFE courses/occupations) e.g. Bachelor of Fine Art/ Painting/ Drawing/ Printmaking/ Photography/ Sculpture, employment as an Artist, Photographer, Curator, Exhibition Designer, Art Conservator, Art Registrar, Art Historian, Gallery assistant or professional, art critic, etc.

Do you need a Unit 1 and/or 2 to study this subject? Not required (Recommended)
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Art Making and Exhibiting - General Media (previously Studio Arts)

Students experiment with artistic materials, techniques and processes to develop artworks in imaginative and creative ways. They explore ideas, subject matter and context and investigate how artists use visual language to convey ideas and meaning. They refine and resolve their artworks and present them for constructive feedback. They visit and review exhibitions and research artworks in different art spaces and the role of the curator.

Unit 3 COLLECT, EXTEND AND CONNECT

- Research and collect info from 3 artists to use as inspiration for development of subject matter and ideas
- Explore materials, techniques and processes to communicate ideas and make at least 2 artworks
- Develop skills, visual language and style and show how inspiration and influences are used
- Prepare and present a critique of their own work and reflect on peer feedback
- Document and reflect on the art making process in Visual Arts Journal
- Visit exhibition spaces to investigate how curators plan exhibitions, plan an exhibition of artworks by the 3 inspirational artists they selected

Unit 4 CONSOLIDATE, PRESENT AND CONSERVE

- Refine & resolve ideas, aesthetics qualities to make at least 1 artwork based on ideas in Unit 3 artworks
- Plan presentation of the artwork in an exhibition space, investigating conservation and care methods
- Present a short overview statement, present the artwork to a group for critique and feedback
- Visit and review how artworks are presented in a different exhibition space than the one in Unit 3, investigate conservation and care methods used for these artworks and their own work

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

- To express themselves creatively, explore and develop their own ideas and perceptions of the world
- Enjoy experimenting and being creative with a range of artistic materials, techniques and processes
- To understand how and why other artists create work and in what contexts
- Art, Studio Arts, Art Creative Practice, Media, Product Design & Technology, Visual Comm & Design

Typical tasks:

- Brainstorming, seeking and using inspiration to develop ideas and subject matter, planning
- Experimenting and trialling a range of materials & techniques, developing and creating final artworks
- Researching and analysing artworks - interpreting subject matter, visual symbols & aesthetic qualities
- Researching and analysing exhibitions - theme, curation, display, conservation, design, aesthetics
- Documenting and reflecting on own work in the Visual Arts journal and offering feedback on others work

Materials/Technology used: Students select from a wide range of art mediums and materials such as:

Painting (watercolour, gouache, acrylic, oil, ink etc), Drawing (pencils, charcoal, pastels etc), Sculpture (clay, glazes, underglazes, plaster/bandage, alginate, found objects, wax, soft sculpture, textiles, assemblage etc),

Printmaking (drypoint, etching, linocuts, monoprints etc), Photography (digital, analogue, photoshop, darkroom, scanning, studio lighting, lenses etc), Performance art, Installation art, Video art.

Folio subject: YES - All work documented in the Visual Arts journal + final artworks = the folio

Typically leads to: (University & TAFE courses/occupations): e.g. Bachelor of Fine Art / Painting / Drawing / Printmaking / Photography / Sculpture. Employment as an Artist/Photographer, Curator, Exhibition Designer, Art Conservator, Art Registrar, Art Historian, Gallery professional, Art Critic etc

Do you need a Unit 1 and/or 2 to study this subject? Not required (Recommended)
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Art Making and Exhibiting - Photography

This subject specialises in photographic-based art making, knowledge and skills. Students experiment with photographic materials, techniques and processes to develop artworks in imaginative and creative ways. They explore ideas, subject matter and context and investigate how artists use visual language to convey ideas and meaning. They refine and resolve their artworks and present them for constructive feedback. They visit and review exhibitions in different art spaces and the role of the curator.

Unit 3 COLLECT, EXTEND AND CONNECT

- Research and collect info from 3 artists to use as inspiration for development of subject matter and ideas
- Explore materials, techniques and processes to communicate ideas and make at least 2 artworks
- Develop skills, visual language and style and show how inspiration and influences are used
- Prepare and present a critique of their own work and reflect on peer feedback
- Document and reflect on the art making process in Visual Arts Journal
- Visit exhibition spaces to investigate how curators plan exhibitions, plan an exhibition of artworks by the 3 inspirational artists they selected

Unit 4 CONSOLIDATE, PRESENT AND CONSERVE

- Refine & resolve ideas, aesthetics qualities to make at least 1 artwork based on ideas in Unit 3 artworks
- Plan presentation of the artwork in an exhibition space, investigating conservation and care methods
- Present a short overview statement, present the artwork to a group for critique and feedback
- Visit and review how artworks are presented in a different exhibition space than the one in Unit 3, investigate conservation and care methods used for these artworks and their own work

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

- To explore ideas and express themselves creatively; who like to learn about exhibiting in galleries
- Enjoy experimenting with a range of photographic equipment, processes materials and techniques
- To understand how and why other artists create and present artworks and in what contexts
- Art, Studio Arts, Art Creative Practice, Media, Product Design & Technology, Visual Comm & Design

Typical tasks:

- Brainstorming, investigating and making photographs, critiquing work, editing photos using digital and darkroom techniques, producing prints, experimenting with props, lighting, etc
- Seeking and using inspiration to develop individual ideas, documenting work in the Visual Arts journal
- Offering feedback on others work, researching and analysing artworks and exhibition design

Folio subject: YES - All work documented in the Visual Arts journal + final artworks = the folio

Materials/Technology used:

Students can select from a wide range of materials including; digital and analogue cameras, studio backdrops, lighting, flash units, reflectors, soft boxes, tripods, lenses, scanners, Photoshop techniques, specialist printers, photographic papers, darkroom equipment, enlargers, filters, film types and formats incl. 35mm & 120 – and incorporate elements from other mediums such as painting, drawing, sculpture, printmaking, installation, textiles

Typically leads to: (University & TAFE courses/occupations): e.g. Bachelor of Fine Art/ Photography, Commercial Photography, employment as an artist/ photographer, photojournalist, documentarian, freelance magazine/ Travel/ Sports/ Wedding Photographer, Film-maker, curator, art historian, Gallery assistant, art critic etc

Do you need a Unit 1 and/or 2 to study this subject? Not required (Recommended)
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Art Making and Exhibiting - Textiles

This subject specialises in Textiles based art making, knowledge and skills. Students experiment with Textiles fibres and materials, techniques and processes to develop artworks in imaginative and creative ways. They explore context, subject matter, ideas and investigate how artists use visual language to convey ideas and meaning. They refine and resolve their artworks and present them for constructive feedback. They visit exhibitions and review different art spaces, researching artworks in these spaces and the role of the curator.

Unit 3 COLLECT, EXTEND AND CONNECT

- Research and collect info from 3 artists to use as inspiration for development of subject matter and ideas
- Explore materials, techniques and processes to communicate ideas and make at least 2 artworks
- Develop skills, visual language and style and show how inspiration and influences are used
- Prepare and present a critique of their own work and reflect on peer feedback
- Document and reflect on the art making process in Visual Arts Journal
- Visit exhibition spaces to investigate how curators plan exhibitions, plan an exhibition of artworks by the 3 inspirational artists they selected

Unit 4 CONSOLIDATE, PRESENT AND CONSERVE

- Refine & resolve ideas, aesthetics qualities to make at least 1 artwork based on ideas in Unit 3 artworks
- Plan presentation of the artwork in an exhibition space, investigating conservation and care methods
- Present a short overview statement, present the artwork to a group for critique and feedback
- Visit and review how artworks are presented in a different exhibition space than the one in Unit 3, investigate conservation and care methods used for these artworks and their own work

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

- To express themselves creatively, explore and develop their own ideas and perceptions of the world
- Enjoy experimenting and being creative with a range of artistic materials, techniques and processes
- To understand how and why other artists create work and in what contexts
- Art, Studio Arts, Art Creative Practice, Media, Product Design & Technology, Visual Comm & Design

Typical tasks:

- Brainstorming, experiment with textiles fibres and fabrics, drawing and designing “cos-play” or costume outfits, experimenting with patchwork, printing, embroidery, dyeing, silk painting, Japanese slow stitching,
- Seek and use inspiration to develop individual ideas; make samples, moodboards, collages
- Researching and analysing artworks - interpreting subject matter, visual symbols & aesthetic qualities
- Researching and analysing exhibitions - theme, curation, display, conservation, design, aesthetics
- Documenting and reflecting on work in the Visual Arts journal and offering feedback on others work

Materials/Technology used:

- Domestic Sewing machine (Bernina 1008) and overlocker (Singer), Lightbox, pencils, textas and paints
- 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.

Folio subject: YES - All work documented in the Visual Arts journal + final artworks = the folio

Typically leads to: 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.

Do you need a Unit 1 and/or 2 to study this subject? Not required (Recommended)
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BUSINESS

Business Management

Legal Studies



Business Management

Topics covered in Units 3&4:

Unit 3 Outcomes

Managing a Business (Business Foundations, Human Resource Management and Operations Management)

Unit 4 Outcomes

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

Watch the YouTube clip to understand the subject:

https://www.youtube.com/watch?v=cGfeyhXkJHY&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=3&t=223s

Appeals to students who:

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

Typical Tasks:

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

Folio subject: No

Materials and technology used:

- Laptops, Notes and Flashcards, Coursework booklets, Compass Resources, Practice exam booklets/Revision sheets/Case studies, Newspaper reports
- Google Classroom
- Edrolo and Teaching Bubble
- Kahoot games and worked examples for revision

Texts used:

- CPAP Study Guide to VCE Business Management, Teaching Bubble website, Edrolo extension

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

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

Do you need a Unit 1 and/or 2 to study this subject?	✓ Not required
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Legal Studies

Topics covered in Units 3&4:

Unit 3 Outcomes

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

Unit 4 Outcomes

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

Appeals to students who have an interest in:

- Law
- Justice
- Politics
- Law-making

Typical Tasks:

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

Folio subject: No

Materials and technology used:

- Textbook - Legal Studies for VCE Justice & Outcomes Unit 3 & 4
- Edrolo
- Online Case examples
- Websites
- Videos
- Newspaper Articles

Texts used:

- Textbook (and above)

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

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

<p>Do you need a Unit 1 and/or 2 to study this subject?</p>
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✓ Not required

HUMANITIES

Ancient History

Global Politics

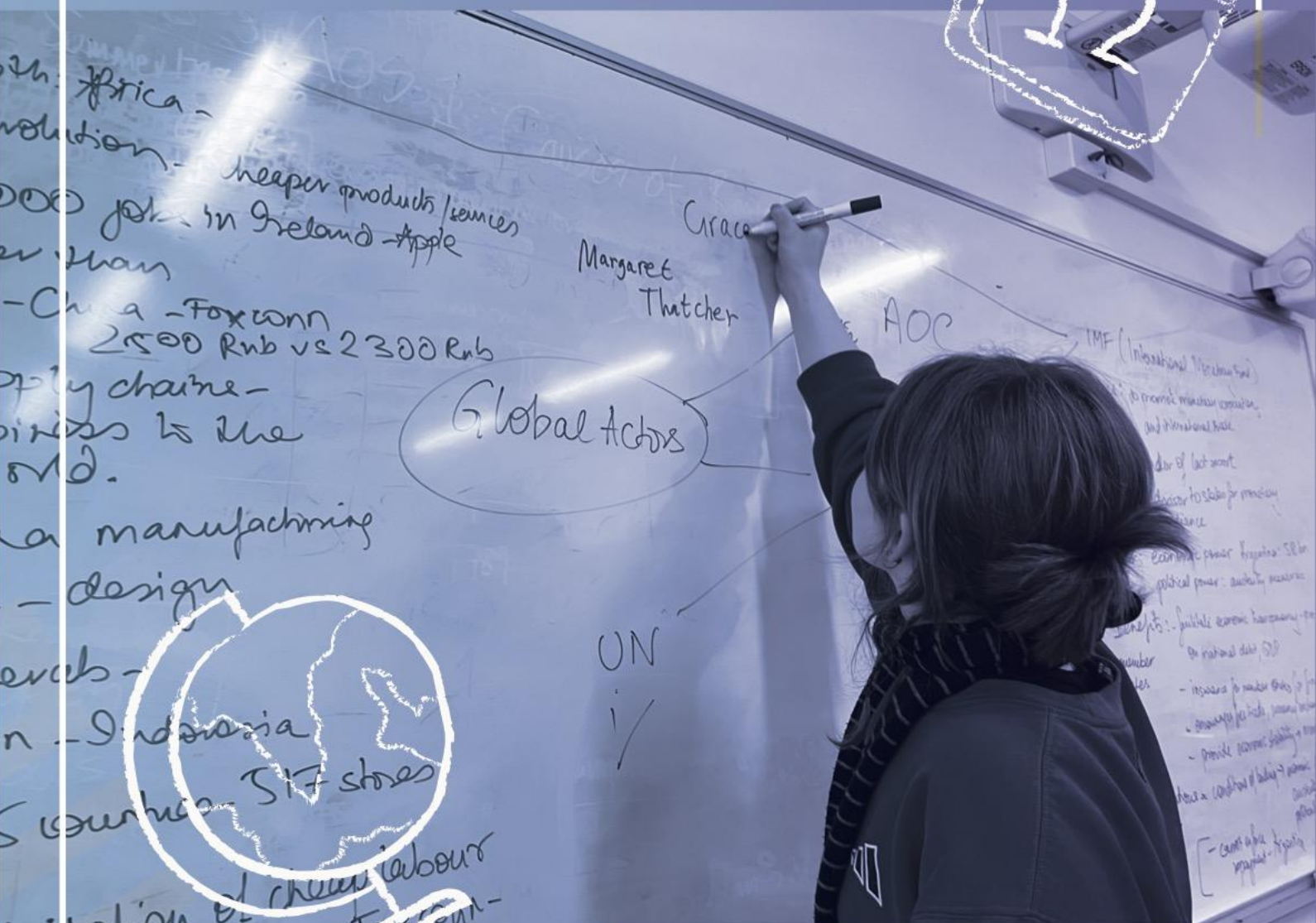
French

Health and Human Development

History Revolutions

Philosophy

Sociology



Ancient History

Topics covered in Units 3 & 4

Unit 3: *Ancient Egypt – The New Kingdom c. 1550 – 1069 BCE*

Outcome 1: Living in ancient Egypt c. 1550 – 1069 BCE

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

Unit 4: *Ancient Rome – The Roman Republic c. 753 – 23 BCE*

Outcome 1: Living in ancient Rome c. 753 – 146 BCE

Outcome 2: People in power, society in crisis: The fall of the Republic 133-23 BCE

Appeals to students who:

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

Typical tasks:

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

Folio subject: No

Materials and technology required:

- Laptop
- Text books

Typically leads to:

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

Careers:

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

<p>Do you need a Unit 1 and/or 2 to study this subject?</p>
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✓ Not required

Global Politics

Topics covered in Units 3&4:

Unit 3&4 Outcomes

Global Actors

- Key international groups such as the UN, IMF and Transnational Corporations
- The rising power of China and the issues it confronts

Global Challenges

- Ethical issues regarding human rights and poverty
- Conflict and terrorism, including wars in Syria and Yemen and the Islamic State

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
- Note Taking
- Writing arguments and responding to questions / prompts
- Reading material such as newspaper & journal articles
- Watching news clips and documentaries
- Conducting internet research

Folio subject: No

Materials and technology used:

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

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

Courses:

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

Careers:

- Politician/Parliamentarian
- Economist
- Lawyer
- Journalist

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required

Health and Human Development

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

Unit 3: Australia's health in a globalised world

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

Unit 4: Health and human development in a global context

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

Appeals to students who:

- Are interested in a future career involving health
- Have an interest in national and global policies
- Have an interest in global poverty and the health of various populations

Typical Tasks:

- Research tasks
- Note-taking
- Engaging in class discussion and debate
- Analysing statistics and graphs
- Tests - mostly short-answer questions

Materials and technology used:

- Textbook - Edrolo
- PowerPoint presentations
- Laptop/devices

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

Course:

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

Careers:

- Paramedic, nurse, medicine
- Personal care worker
- Physiotherapist
- Nutritionist, dietitian

Do you need a Unit 1 and/or 2 to study this subject? ✓ Not required
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Philosophy

Topics covered in Units 3&4:

Unit 3 Outcomes

Minds, Bodies and Persons

- Examine ideas concerning the relationship between the body and the mind
- Compare and evaluate viewpoints on the nature of personal identity

Unit 4 Outcomes

The Good Life

- Discuss concepts related to morality and the good life
- Discuss contemporary debates related to technological development and a good life

Appeals to students who:

- Enjoy contemplating and discussing philosophical ideas
- Enjoy questions regarding meaning, truth, morality, metaphysics
- Are interested in reading and analysing philosophical texts
- Are skilled at exploring and justifying arguments in writing

Typical Tasks:

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

Texts used:

Minds and Bodies

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

Personal Identity

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

The Good Life

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

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

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

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required

Sociology

Topics covered in Units 3&4:

Unit 3 Outcomes: Culture & Ethnicity

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

Unit 4 Outcomes: Community, Social Movements & Social Change

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

Appeals to students who:

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

Typical Tasks:

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

Folio subject: No

Materials and technology used:

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

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

Courses:

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

Careers:

- Journalism
- Social work
- Politics/policy making
- Teaching
- Research analyst

<p>Do you need a Unit 1 and/or 2 to study this subject?</p>
--

✓ Not required

History Revolutions

Topics covered in Units 3&4:

Unit 3 Outcomes: French Revolution

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

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

Unit 4 Outcomes: Russian Revolution

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

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

Appeals to students who:

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

Typical Tasks:

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

Folio Subject: No

Materials and technology used:

- Textbook, Historical sources
- Internet History Forum

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

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

<p>Do you need a Unit 1 and/or 2 to study this subject?</p>
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✓ Not required

French

Topics covered in Units 3&4:

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

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

Unit 4: The French-Speaking Communities: Historical Perspectives

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

Appeals to students who:

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

Typical tasks:

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

Material/Technology used:

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

Texts used:

Quoi de Neuf ? Senior

Schaum's Outline to French Grammar 8th 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.

Do you need a Unit 1 and/or 2 to study this subject? ✓ Yes

MATHEMATICS

Further Mathematics
Mathematical Methods



Further Mathematics

Topics covered in Units 3&4:

Unit 3 Outcomes: Data Analysis and Recursion and Financial Modelling

This includes:

Area of Study 1

Data Analysis, Probability and Statistics

- Investigating data distributions
- Investigating the association between two variable
- Investigating and modelling linear associations
- Investigating and modelling time series data

Area of Study 2

Discrete Mathematics

- Recursion and financial modelling
- Depreciation of assets
- Compound interest investments and loans
- Reducing balance loans
- Annuities and perpetuities
- Compound interest investment with periodic and equal additions to the principal

Unit 4 Outcomes: Matrices and Networks and Decision Mathematics

Area of Study 2

Matrices

- Matrices and their applications
- Transition matrices

Networks and Decision Mathematics

- Graphs and networks
- Exploring and travelling problems
- Trees and minimum connector problems
- Flow problems
- Shortest path problems
- Matching problems
- Scheduling problems and critical path analysis

Appeals to students who:

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

It is of benefit if you are studying many other subjects such as Physics, Economics, Chemistry, Computing, Geography or Biology or if you are intending to study a science or engineering based course at University and TAFE. This subject is a Prerequisite for a number of courses other than mentioned above. Check VTAC guide. It serves as a very useful support for many other qualifications, as well as being a sought after qualification for the workplace and courses in Higher Education.

Typical SAC Tasks:

Application and Analysis tasks, tests.

Materials and technology used:

TI NSpire CAS Calculator
(Recommended) or other
Graphing Calculator

Texts used:

Edrolo Further Mathematics Units
3 & 4

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

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

Do you need a Unit 1 and/or 2 to study this subject?

✓ Recommended

Maths Methods

Topics covered in Units 3&4:

Unit 3 Outcomes: Functions and Relations

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

Area of Study 1

Functions, Relations and Graphs

Area of Study 2

Algebra, Number and Structure

Area of Study 3

Calculus

Unit 4 Outcomes: Calculus (Differentiation & Antidifferentiation) and Probability

For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study.

For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variable.

Area of Study 1 & 2

Functions, Relations and Graphs
Algebra, Number and Structure

Area of Study 3

Calculus

Area of Study 4

Data analysis, probability and statistics

Appeals to students who:

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

Typical Tasks:

Book Exercises, Tests, Problem solving, Application tasks, Past Exams, Edrolo Videos

Materials and technology used:

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

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

Maths, Science, Physics, IT

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended

SCIENCE

Biology

Chemistry

Physics

Psychology



Topics covered in Units 3&4:

Unit 3 Outcomes: How do fields explain motion and electricity?

In Unit 3, students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Area of Study 1

How do physicists explain motion in two dimensions?

Area of Study 2

How do things move without contact?

Area of Study 3

How are fields used in electricity generation?

Unit 4 Outcomes: How have creative ideas and investigation revolutionised thinking in physics?

In Unit 4, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to think from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken in Unit 4, and is assessed in Unit 4, Area of Study 2, Outcome 2.

Area of Study 1

How has understanding about the physical world changed?

Area of Study 2

How is scientific inquiry used to investigate fields, motion or light?

Appeals to Students Who:

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

Typical Tasks:

- TextBook/Workbook Exercises, Tests and Prac reports, Lots of Past Exams, Edrolo Videos

Materials and Technology used:

- Scientific Calculator, Past Exams, Checkpoints, Edrolo

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

- Maths, Science, Physics, Electronics

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Not required
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Psychology

Topics covered in Units 3&4:

Unit 3 Outcomes

The Nervous system and Stress

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

Learning and memory

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

Unit 4 Outcomes

Sleep as an Altered State of Consciousness

- What is sleep and what function does it serve in our survival?
- What are the differences between REM and NREM sleep and how do we measure them?
- How does sleep deprivation affect daily functioning?
- How can we treat sleep disturbances?

Mental Wellbeing & Phobias

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

Appeals to students who:

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

Typical Tasks:

- Taking notes from PowerPoints
- Coursework booklets
- Small group work
- Research activities

Materials and technology used:

- Laptop
- Edrolo textbook and digital subscription

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

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

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

- Clinical Psychologist
- Research Psychologist
- Forensic Psychologist
- Education
- Human resources
- Marketing
- Social work

Do you need a Unit 1 and/or 2 to study this subject?

✓ Not required

Biology

Topics covered in Units 3&4:

Unit 3: How do cells maintain life?

Nucleic acids & proteins and DNA manipulation – links between the structure and function of nucleic acids (DNA/RNA) and proteins, technologies used to investigate, manipulate and modify DNA

Biochemical pathways – photosynthesis and cellular respiration as processes with set reactants and products, which are controlled by enzymes and have their own limiting factors that affect rate of reaction

Unit 4: How does life change and respond to challenges?

Immune responses and treatment of disease – responding to antigens (recognising self and non-self), B and T cells and types of immunity, emergence of pathogens and control of infectious and noninfectious disease

Relatedness of species and change over time – genetic diversity in populations and the impact of selective breeding, changes in species as evidenced by the fossil record, relatedness between species using structural and molecular (DNA) evidence, changes in human species over time as indicated by the human fossil record and DNA evidence

Extended student-designed scientific investigation and structured scientific poster development

Appeals to students who:

- Want to relate biological theory to real-world situations and scenarios
- Enjoy researching and learning about biological processes that allow for life on Earth
- Enjoy a challenge – this subject is very content heavy and moves at a fairly fast pace, so you need to be on top of your game all year
- Enjoy completing practical activities and writing practical reports
- Enjoy group work for practical activities and small class activities and presentations

Typical Tasks:

- Practical reports, poster presentations, textbook questions, worksheets, group work/discussions and LOTS of past exam questions

Materials and technology used:

- Laptop
- Google Classroom
- PowerPoints for content delivery and note-taking
- Films and Documentaries
- Worksheets and Activities
- Crafting (building models, creating posters etc...)

Texts used:

- Edrolo VCE Biology Units 3&4 - REQUIRED
- 'Biolnotes' revision book for Units 3 and 4 - recommended

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended - Unit 2 is preferable to Unit 1
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Chemistry

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

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

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

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

Topics covered in Units 3&4:

Unit 3 Outcomes

How can chemical processes be designed to optimise efficiency?

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

Unit 4 Outcomes

How are organic compounds categorised, analysed and used?

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

Typical Tasks:

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

Materials and technology used:

- Chemicals
- Glassware
- Bunsen burners

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

- Medicine
- Forensic Science
- Atmospheric Science
- Biochemistry
- Environmental Chemistry
- Biotechnology
- STEM Teaching
- Chemical Sales
- Pharmacist
- Food Chemistry
- Analytical Chemistry
- Chemical Engineering
- Geochemistry
- Materials Science
- Metallurgy
- Chemist
- Oceanography
- Organic Chemist
- Perfume Chemistry
- Petroleum & Natural Gas Industry
- Pharmaceutical Science
- Textile Industry
- Sport Research Scientist

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, Jewellery and Industrial Design

Topics covered in Units 3&4:

Unit 3 Outcomes

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

Unit 4 Outcomes

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

Appeals to students who:

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

Typical Tasks:

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

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

Materials and technology used:

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

Texts used:

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

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

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

Do you need a Unit 1 and/or 2 to study this subject? ✓ Not required
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Food Studies

Topics covered in Units 3&4:

Unit 3 Outcomes - Food in daily life:

The science of food; What happens when we eat and digest food and how our bodies absorb and use macronutrients. Food allergies and intolerances and the causes of food contamination. Identify good food choices using the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. You will have regular hands-on cooking experiences to learn and apply scientific terminology and practice cooking techniques and safely preparing nutritious meals.

Food Choice, Health and Wellbeing; What influences what we eat in Australia. How an individual's circumstances can shape their eating choices, express identity and links to psychology. Identify how modern media influences the formation of food habits and the importance of developing healthy eating patterns in children and young people. You will have regular practical food preparation experiences in producing healthy meals for families and children

Unit 4 Outcomes - Food issues, challenges and futures:

Environment and ethics Students complete research and analysis concerning Australian and global food systems relating to issues on the environment, ethics, technology, food access and safety. Students research one selected debate in depth and consider solutions to support a sustainable future. Produce nutritious meals that focus on the environment.

Navigating food information- students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Production of nutritious recipes that reflect the Australian Dietary Guidelines

Appeals to students who:

- love food and food preparation and 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 and activities
- Recipe development and sensory evaluation.
- Short written tasks such as tests
- a comprehensive research report

Folio subject: No

Materials and technology used: Food/ingredients and related cooking equipment. Notebook. Computer.

Text: Food Solutions: Food Studies Units 3 & 4. Heath et al, Nelson/Cengage. 4th Edition. Also available as a download

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

Food/Nutrition/Dietitian qualifications can lead to a diverse range of career paths. Apart from teaching, career opportunities can be found in community organisations, government departments, the food industry, local councils, health promotion and nutrition agencies, consumer advocacy, counselling, family agencies and social work organisations. The hospitality industry is a great stepping stone to travel experiences and workers are greatly in demand.

Do you need a Unit 1 and/or 2 to study this subject?	✓ Not required
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VCAL / VCE VOCATIONAL MAJOR

Literacy

Numeracy

Work Related Skills

Personal Development Skills



Senior VCAL* / VCE Vocational Major

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

VCAL Requirement	Level	Subject Name
Work-Related Strands – students develop and consolidate their employability skills such as teamwork, organization, planning, and communication. This takes the form of a project with a major focus on OH&S skills. Students will be required to complete research, planning and oral presentations as well as have the option to undertake 'Structured Work Placement'.	<u>VCAL</u>	<u>Work-Related Skills</u>
Literacy Strands – focuses on a range of writing, reading and comprehension tasks over the year. These include narrative, instructional, summative, positional writing. Students begin the year working on a theme, followed by individual research topics and group projects. Students are required to produce a range of writing presented in different forms and participate in oral presentations.	<u>VCAL</u>	<u>Senior Literacy</u>
Industry Strands – Students choose a VET certificate in an area they are interested in pursuing a career in the future. (Refer to the IMVC VET Handbook for further information).	VET Course	Any certificates 2, 3, 4 (please note Cert 3&4 have a prerequisite of a Cert 1&2).
Personal Development Strands – students develop and consolidate a range of personal skills through their work in community projects. An important and critical component is working in teams, planning and managing resources, oral presentations and coordinating a major event.	<u>VCAL</u>	<u>Personal Development Skills</u>
Numeracy Strands – All students will enrol in VCE VM Numeracy Units 3 and 4 as part of their Senior VCAL program in 2023.	VCE VM	<u>VCE VM Numeracy Units 3 & 4</u>

Appeals to students who:

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

Typical Tasks:

- Practical activities
- Teamwork
- Discussions
- Excursions
- Oral presentations
- Research
- Participation in classroom discussion
- Writing Exercises such as Reports and Textual Response Essays
- Oral presentations
- Creative responses

Folio Subject: No

Materials and technology used:

Range of materials used in practical activities, to class based hand-outs, excursions, guest speakers etc.

Typically leads to (TAFE courses and occupations): TAFE course or apprenticeships

***NOTE:** In 2024, Senior VCAL will be transforming to the VCE-Vocational Major with new study designs.



VCE VET PROGRAMS

VET Programs at Swinburne Senior Secondary College

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

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/>