



**SWINBURNE**  
SENIOR SECONDARY COLLEGE

# **YEAR 12 SUBJECT DESCRIPTIONS**

## **2024**

*Educating Individuals*

# ENGLISH

(students must choose at least one)

English  
English Language  
Literature



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

### **Unit 3 Outcomes**

#### **Reading and responding to texts**

Students develop and justify their own detailed interpretation of the text.

#### **Creating texts**

Students create their own writing, experimenting with a variety of forms, based on the study of mentor texts.

### **Unit 4 Outcomes**

#### **Reading and responding to texts**

Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

#### **Analysing 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: (TBC)**

#### **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.

<b>Do you need a Unit 1 and/or 2 to study this subject?</b>
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- |   |
|---|
| ✓ Any Unit 1 or 2 English/Literature/English Language/EAL |
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## 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)
- *Smart Ovens for Lonely People*, Elizabeth Tan (short stories)

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

- Arts courses at TAFE and university
- Journalism
- Performing Arts

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

***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

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**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

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

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

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

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

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

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

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

### **Typical Tasks:**

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

**Folio subject:** No

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

- Laptops
- Building Tools

### **Texts used:**

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

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

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

<b>Do you need a Unit 1 and/or 2 to study this subject?</b> ✓ Recommended
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# Music Composition

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The focus of this subject is analysing and composing music in different genres/styles. Students will develop their ability to visually and aurally analyse music. These skills will be used to create music that adheres to different musical styles. 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

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

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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

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

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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

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

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## 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:**

- **Narratives and their contexts** Through the study of a feature film or television series, students seek to understand how the context of the narrative influences its construction and audience readings.
- **Research, development, and experimentation** 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.
- **Pre-Production planning** Students refine their narrative ideas and create a design for how to produce their final media product in the media form of their choice.

## **Unit 4 Outcomes - Media Process, Agency and Control:**

- **Media production** Students seek to realise their intentions and pre-production plan they designed in Unit 3, charting their progress in a reflective journal.
- **Agency and Control in 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, ultimately seeking to answer the question - who holds the power and influence – the media or audiences?

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

- Creating narratives in a particular media form (e.g. video, audio, print).
- Exploring questions such as:
  - What makes an effective media narrative?
  - What is the relationship between the media and its audiences? Who controls who?
- Using media software & equipment to explore ideas and develop skills in media production

**Folio subject:** Media is a mixture of both theory and practice, as such it has a different folio requirement than other studies in the Visual Arts. Over the year students develop an online folio that charts the development of their 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:**

- Digital SLR and video cameras (available from the Swinburne Senior)
- 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

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## UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

### Outcome 1: Professional design practice

Students compare the ways in which visual communication practices are used by contemporary designers (case study), using research methods and practical explorations and exercises in a selected field of practice

### Outcome 2: Design analysis

Students compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas (written and visual report).

### Outcome 3: Defining problems and developing ideas (SAT folio)

Students identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies. They present ideas to a group in a critique, and critically respond to feedback.

## UNIT 4: DELIVERING DESIGN SOLUTIONS

### Outcome 1: Design process: refining and resolving design concepts (SAT folio)

Students develop, refine and resolve distinct design concepts for each communication need in a folio of work, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

### Outcome 2: Presenting design solutions (SAT folio)

Students produce a design solution for each communication need defined in the brief, satisfying the specified design criteria and using visual language to communicate with an audience or users.

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

- Responding to design problems, and developing creative solutions to design messages, objects, environments and interactive experiences
- A design / art / communication / media based career path
- Developing knowledge of the history, function and purpose of good design
- Problem solving - producing creative visual solutions to design problems through research, thinking, development, testing and evaluation
- Freehand, technical (instrumental) and digital drawing processes, techniques and making
- producing visual designs that effectively communicate, market, promote, advertise a product, service, company or idea

### Typical Tasks:

- Research & written analysis of design practices, and existing designs
- Identify a design problem/s, developing a design brief, generating and developing concepts and visual designs to address design briefs. *Eg. logo design, visual identity and collateral, packaging, architectural plans and 3D models, drawings and mock-ups of designed 3D objects*
- Create and present finished design presentations and solutions for a design problem and/or client

**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, and digital design software (Adobe Photoshop, Illustrator, InDesign, Dimension, Substance 3D Stager, XD, SketchUp, Blender), digital SLR cameras and digital drawing tablet.

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

Communication Design, Industrial Design, Architecture, Interior Design, Graphic Design, Product Design, Games Design, Digital Animation, Web Design, Advertising, and Landscape Design/architecture, Visual Merchandising, Fashion, Theatre/Set Design, UX, Illustration, Graphic Artist, and is helpful when applying for any of the Interactive and Digital Media related courses, and Communication / Media.

<b>Do you need a Unit 1 and/or 2 to study this subject?</b> ✓ Not required (but <b>very</b> strongly recommended)
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# Art Creative Practice

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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 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.

<b>Do you need a Unit 1 and/or 2 to study this subject?</b> Not required (Recommended)
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# Art Making and Exhibiting - General Media

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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

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

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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

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

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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.

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

Business Management

Legal Studies





# Business Management

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## **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](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
- Teaching Bubble
- Kahoot games and worked examples for revision

### **Texts used:**

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

### **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

<b>Do you need a Unit 1 and/or 2 to study this subject?</b>	✓ Not required
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## **Topics covered in Units 3&4:**

### **Unit 3 Outcomes**

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

### **Unit 4 Outcomes**

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

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

- Law
- Justice
- Politics
- Law-making

### **Typical Tasks:**

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

**Folio subject:** No

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

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

# HUMANITIES

Ancient History

Global Politics

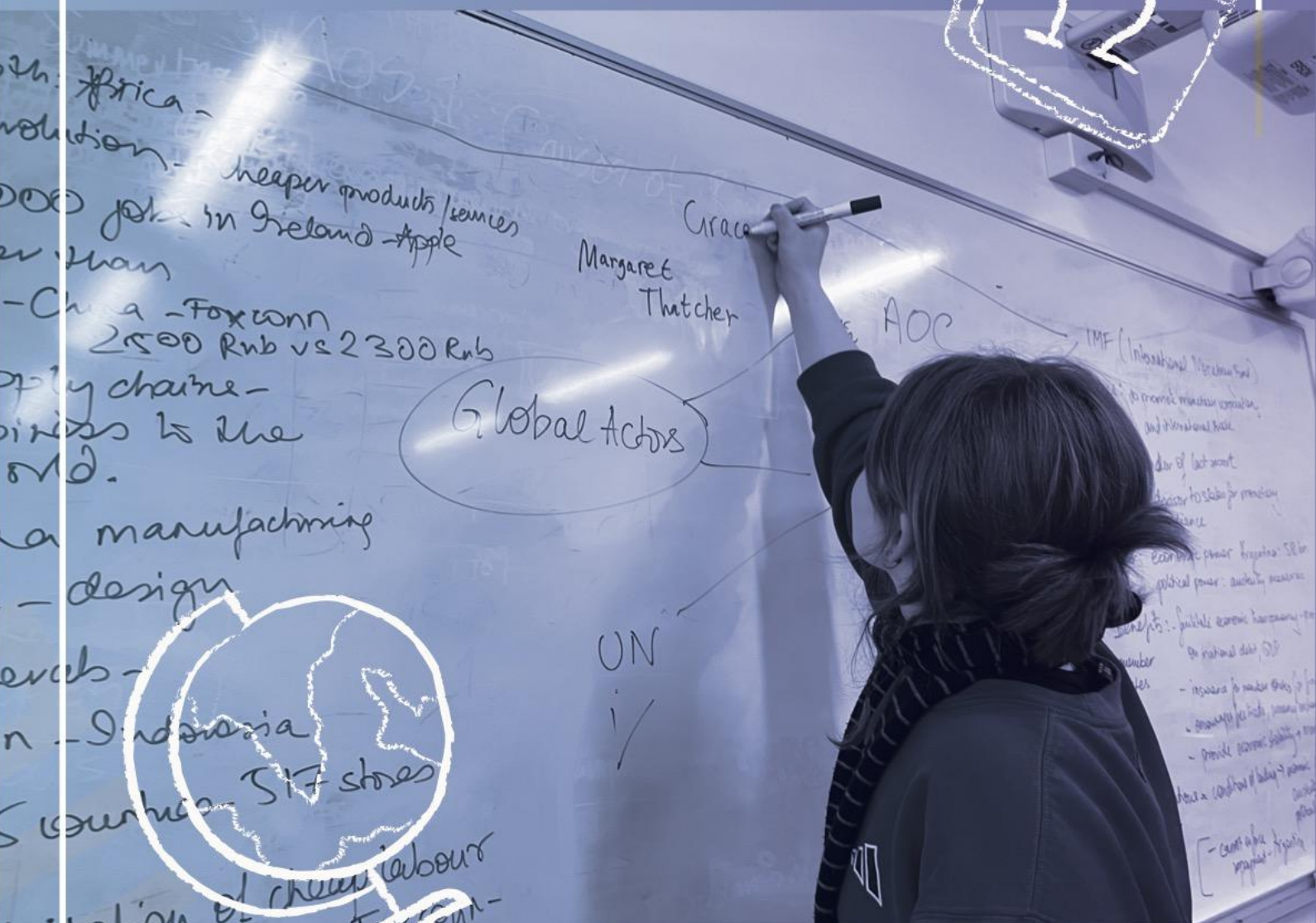
French

Health and Human Development

History Revolutions

Philosophy

Sociology



# Ancient History

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

## **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

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

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

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

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

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

## Appeals to students who:

- Are 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

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

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## **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

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

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

- Analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures
- 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 keep up with news and current events

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

# History Revolutions

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

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

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

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

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

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

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

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

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

### **Typical Tasks:**

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

**Folio Subject:** No

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

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

# French

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

**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/Viewing in French (eg. conversations, interviews, broadcasts, films, videos, music)
- 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 (including a subscription to Language Perfect)
- Film, music, videos
- 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.

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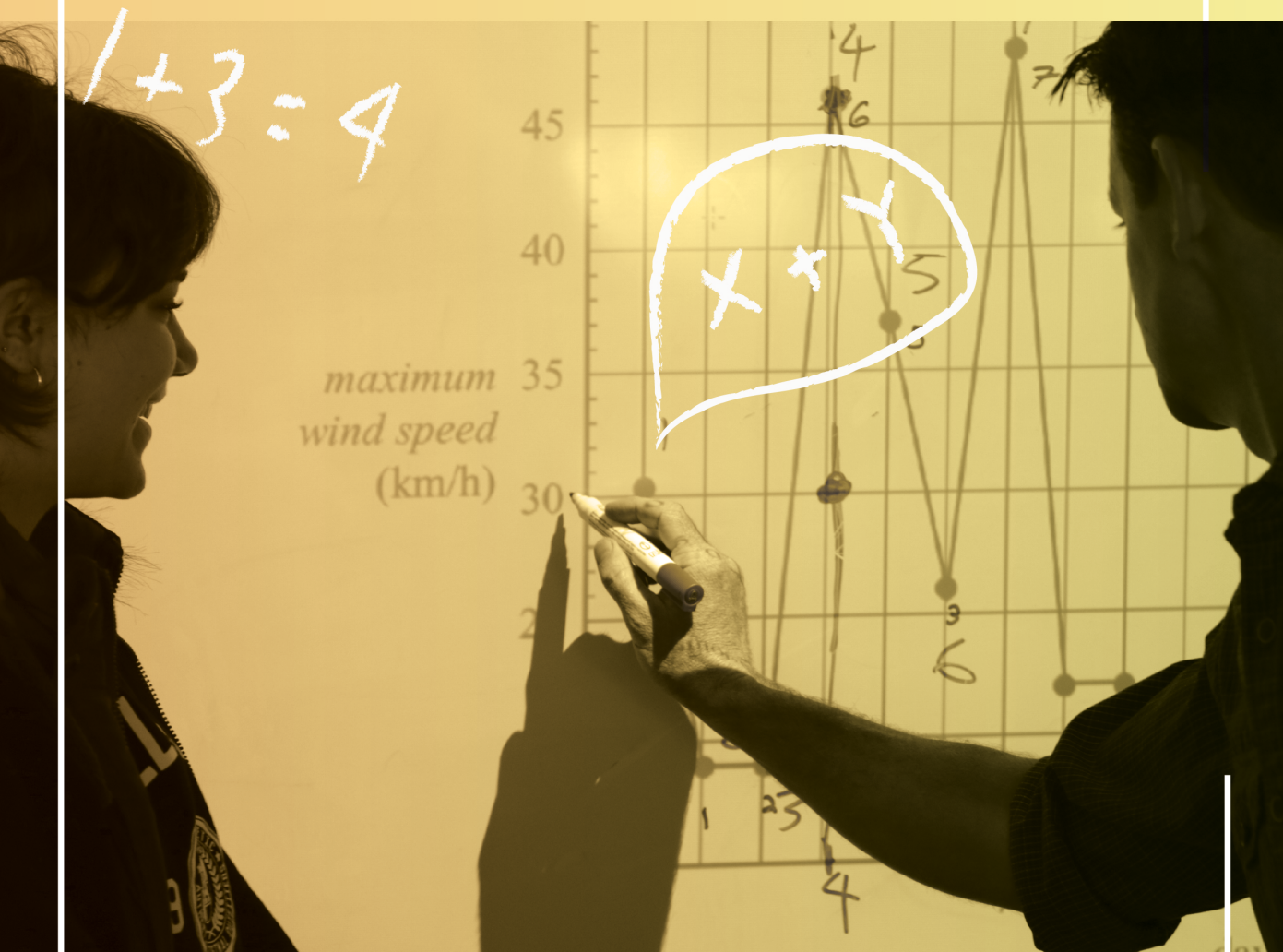


# MATHEMATICS

Foundation Mathematics

General Mathematics

Mathematical Methods



# Foundation Mathematics

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## Unit 3 and 4 Outcomes:

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society

**Each area of study is to be covered in at least one of the three mathematical investigations across Units 3 and 4**

### Area of Study 1

#### Algebra, number and structure

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

### Area of Study 2

#### Data analysis, probability and statistics

In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

### Area of Study 3

#### Financial and consumer mathematics

In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

### Area of Study 4

#### Space and Measurement

In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

### Appeals to students who:

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

### Typical SAC Tasks:

Two Mathematical Investigations in Unit 3 and one Mathematical Investigation in Unit 4.

### Materials and technology used:

Scientific Calculator

### Texts used:

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

Foundation Mathematics provides the numerical skills required for problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

<b>Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended</b>
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## Further Mathematics

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### Topics covered in Units 3&4:

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

This includes:

##### Area of Study 1

###### Data Analysis

- Investigating Data Distributions
- Investigating the Association Between Two Variables
- Investigating and Modelling Linear Associations
- Investigating and Modelling Time Series Data

##### Area of Study 2

###### Recursion and Financial Modelling

- Recursion Relations and Basic Financial Applications
- Advanced Financial Mathematics
- 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

###### Networks and Decision Mathematics

- Networks and Decision Mathematics

#### 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

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

### **Unit 3 Outcomes: Functions and Relations**

#### **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**

#### **Area of Study 2**

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

<b>Do you need a Unit 1 and/or 2 to study this subject? ✓ Recommended</b>
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# SCIENCE

Biology

Chemistry

Physics

Psychology





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

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

#### **Area of Study 1**

- How do physicists explain motion in two dimensions?
- Gravity
- Electrical and Magnetic Fields
- Applications of Fields

#### **Area of Study 2**

- How do things move without contact?
- Electromagnetic Induction and Transmission of Electricity

#### **Area of Study 3**

- How are fields used in electricity generation?
- Newtonian Theories of Motion
- Einstein's Special Relativity
- The Relationship between Force, Energy and Mass

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

#### **Area of Study 1**

- How has understanding about the physical world changed?
- Waves, Light and Matter

#### **Area of Study 2**

- How is scientific inquiry used to investigate fields, motion or light?
- EPI (Experimental Practical Investigation)

#### **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
- Enjoys Maths

#### **Typical Tasks:**

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

#### **Materials and Technology used:**

- Scientific Calculator ,Past Exams, Checkpoints, Edrolo, BioBrain

#### **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)

<b>Do you need a Unit 1 and/or 2 to study this subject?</b> ✓ Not required
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## **Topics covered in Units 3&4:**

### **Unit 3: How does experience affect behaviour and mental processes?**

#### AOS 1: 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?

#### AOS 2: 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: How is mental wellbeing supported and maintained?**

#### AOS 1: 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?

#### AOS 2: 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?

#### AOS 3: Student-designed scientific investigation

### **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 or 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

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

<b>Do you need a Unit 1 and/or 2 to study this subject?</b> ✓ Recommended - Unit 2 is preferable to Unit 1
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## Topics Covered

**Unit 3 Outcomes:** How can design and innovation help to optimise chemical processes?

- **What are the current and future options for supplying energy?**

Investigate carbon-based fuels, measure changes in chemical reactions, primary galvanic cells and fuel cells as a source of energy.

- **How can the rate and yield of chemical reactions be optimised?**

Investigate rates of chemical reactions, extent of chemical reactions and the production of chemicals using electrolysis.

**Unit 4 Outcomes:** How are carbon-based compounds designed for purpose?

- **How are organic compounds categorised and synthesised?**

Investigate the structure, nomenclature, properties and reactions of organic compounds.

- **How are organic compounds analysed and used?**

Investigate laboratory analysis of organic compounds, instrumental analysis of organic compounds and medicinal chemistry.

- **How is scientific inquiry used to investigate the sustainable production of energy and/or materials?**

undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4.

## Typical tasks:

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

## Materials and technology used:

- Chemicals
- Glassware
- Bunsen burners

## Appeals to students who:

- Enjoy experimenting, doing practical work, using critical thinking and solving problems
- Understanding life, the universe, and the origin of elements, the roles of chemicals and materials around us

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

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

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

✓ Highly recommended but not essential



# 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

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

### **Unit 3 Outcomes**

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

### **Unit 4 Outcomes**

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

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

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

### **Typical Tasks:**

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

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

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

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

### **Texts used:**

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

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

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

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

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

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

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

## Unit 3

### **Area of Study 1: Accessing and understanding informational, organisational and procedural texts**

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

### **Area of Study 2: Speaking to advise or to advocate**

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

## Unit 4

### **Area of Study 1: Understanding and engaging with literacy for advocacy**

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

### **Area of Study 2: Speaking to advise or to advocate**

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.



# VCE VM Numeracy

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## Overview

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

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.

## Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

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

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

## Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

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

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

# VCE VM Work Related Skills

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## Overview

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

## Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

## Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

# VCE VM Personal Development Skills

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## Overview

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## Unit 3: Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

## Unit 4: Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

# **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 and Cookery (Dual Program) Units 1 & 2 – First Year

Certificate II in Cookery 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/>**