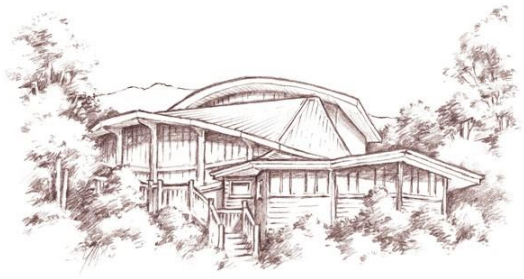

Melbourne Rudolf Steiner School

Awakening young people to their destiny

Year 11 VCE Course Outlines for Subject Choice 2015

Education can be a process of growing in the light of truth and the warmth of a community dedicated to improving our world.

Being clever is not enough in our times; the solid human qualities of freed will and healthy deep feeling must accompany clear thought.

CONTENTS

Preliminary Course Choices for Year 11, 2015

We are all aware that there is a huge amount of pressure on students to start making choices and decisions about future pathways around this time in their school lives. In light of these issues we all need to work towards choices which:

* bring us joy
* capture our interest
* allow for the capacity of varying career possibilities into the future (far beyond the choices we currently envisage).

Along with this booklet students will be given a "job guide" and an *Age* newspaper lift-out of pre-requisites for 2017 courses.

Vocabulary

"Unit": refers to a subject unit. Unit 1 is the first semester of Year 11; Unit 2 is the second half. Units 3 and 4 refer to Year 12.

"Satisfactorily complete": do all the work requirements to a satisfactory level.

"Blockings": Blockings are groups of subjects for which a student must choose one out of each block.

A Normal VCE Program

A student would normally **complete 22 units over the two years** and **must satisfactorily complete 16 to gain a VCE.**

At MRSS students choose 6 subjects each term in Year 11 and 5 subjects each term in Year 12.

Every student must take Units 1, 2, 3, and 4 of English and satisfactorily complete 3 of them to pass VCE.

Every student must satisfactorily complete at least 3 sets of Unit 3 - 4 level subjects other than English.

Those students commencing their VCE in 2015 are strongly encouraged to choose subjects from both the Art/Humanities area and the Maths/Science area.

Choosing a Year 11 Course: General

In general, there are two major considerations:

1. Finding a good balance of subjects for you as an individual, considering your interests, your talents, and what you would like to develop in yourself. At this level, broadening rather than narrowing one's subject areas is advisable.
2. Not closing doors for yourself which you might wish to pass through later, career-wise, tertiary-course-wise, or interest-wise.
3. Year 11 students can change their subject selections at many different intervals throughout the next year:

   before Year 11 starts;
   in the first few weeks of term one;
   before Unit two subjects start;
   before Year 12 starts.

   The only restriction is class size and how long the unit has been going for i.e. cannot change subjects six weeks into a unit.

Choosing a Year 11-12 Course for Admission into Tertiary Education

Many tertiary courses have specific prerequisites, sometimes quite surprising ones. While most of these involve Unit 3 and 4 subjects, it is wise to be aware of those that apply to courses you might be interested in because it is necessary in some cases to take Units 1 and 2 of a subject before you can take Units 3 and 4. (See table at end of this section.) (For example, a person possibly interested in health sciences would be wise to start chemistry in Year 11, for he/she will almost certainly need it in Year 12.) The prerequisite lists prepared by the tertiary institutions for entry in 2017 will be available in the information pack given to year 10s shortly.

Tertiary institutions use several methods for selecting students for courses. They include:

1. **Definite prerequisites**: Usually one or two specified subjects plus a list from which one must choose a certain number. English is always included.
2. **ATAR**
3. **Folio and/or Interview**
4. **Pre-selection Kit**

For example:

a) **SCIENCE** e.g. University of Melbourne
Prerequisites Units 3 & 4. ATAR around 80 (variable)
A study score of at least 25 in English and Mathematical Methods and at least 25 in two of Biology, Chemistry, an additional Maths or Physics.

b) **ARTS** (i.e. Humanities) e.g. University of Melbourne, Monash
Prerequisites Units 3 & 4. ENTER around 85.
A study score of at least 25 in English.

C) **ART-ORIENTED COURSES**, particularly those that require a **FOLIO** of your art work as part of your application, will often recommend taking both Art and Studio Art at Year 12, which means you should take them both in Year 11 as part of your subject choices. But, if you are not going into the art field, it probably is not a good idea because your spread of subjects will not be wide enough.

Middle-band selection:
Consideration will also be given to the level of performance in a full range of Yr 12 studies (study scores and external examinations) and in the whole study of one or more of Classical Societies and Cultures, Geography, and History, International Studies, Literature, any LOTE (Language Other Than English, i.e. foreign language), Political Studies, Religion and Society, Texts and Traditions.

Institutions use these subjects for students to gain bonus points if certain subjects are included in the student's results.

When the students return their preliminary subject choice forms, we will try to pick up people who have fallen into little traps and warn them of possible difficulties, given what they can tell us of future aspirations. However, most aspirations and plans for Unit 3 - 4 level courses are, at this point, rather vague, and the ultimate responsibility has to rest with the student and parents.

Subjects Offered and Proposed Blockings

One proportion of the way in which blockings are determined is by input through the "preliminary subject choice sheet". This allows us to determine subjects in blockings which have the least amount of clashes for all student choices.

Unfortunately no timetable can please everybody. We hope the final blockings will provide a balanced programme with a minimum of compromise necessary, but it pays to be prepared and accept the fact that two of your chosen subjects might be blocked on the timetable. Think of alternative subject choices e.g. Art instead of Studio Art.

Over the next couple of weeks all students will:

receive VCE information;
hear descriptions from subject teachers about their VCE subject;
individual interview with Damo (or other teachers) to discuss areas of interest and subject choices;
fill in "preliminary subject choice sheet".

At the end of term 3 or beginning of term 4 students will then select subjects from the blockings.

INDIVIDUAL SUBJECT DATA

This booklet contains a description of each Unit 1-2 subject offered at MRSS. Some technical data is summarized below.

Subject	Arts/Humanities or Maths/Science	Must I take Units 1,2 to take Units 3,4?
Art	A/H	No, but it helps greatly
Biology	M/S	No, but it will help greatly
Chemistry	M/S	Not essential but highly recommended
Drama	A/H	Answer currently unavailable
Geography	A/H	No, but it helps
History	A/H	No, but it helps
Literature	A/H	No, but it helps
LOTE	A/H	Yes
Mathematics		
General	M/S	See course description
Methods	M/S	See course description
Music Performance	A/H	Yes
Physical Ed	A/H	Only units 3 & 4 offered
Physics	M/S	Not essential but highly recommended
Studio Arts	A/H	No

ART

ART UNITS 1 & 2:

The ART subject has a practical and theoretical aspect.

This subject encourages students to develop personal ideas and a creative visual language through exploration and experimentation in art making.

In Year 11 a range of media are explored to give a strong skill basis, experience of design development and an introduction to themes and ideas. These skills, language used and overall content provide a basis for Units 3 and 4.

Folio work includes:

drawing

painting

printmaking

photography

mixed media

sculpture and installation

design

In theory we consider the main developments in both modern and traditional art, looking at work from varied points of view. We consider all the varied movements and strands of thinking in visual art since the 18th century to now.

How do artists develop designs, ideas and processes? How do their personal feelings, thinking, cultural and life circumstances inform their work? How can they inform ours?

What are the different ways art has been made in historical and contemporary times, and in different places?

Students will develop some research and referencing skills.
They will develop a wide range of skills as a basis to their year 12 folio.

BIOLOGY

UNITS 1 & 2:

Modern biology has discovered that every cell in every living creature is sentient, and is a miracle of purposeful striving.
We study plant, animal and bacterial cells in some detail. We learn to recognise the features of cells using microscopy, and then we refer back to this knowledge as we delve into the key functioning of plants and animals throughout the year.
Our task is to develop an open-ended attitude to learning more and more about the creatures and the world of Nature.
This study of Nature leads us to an ever-expanding sense of wonder; we learn to recognise that life has enormous beauty and intelligence. We come to know that Nature is not only our essential sustenance and home, but in itself it is invaluable and precious.

How do Eucalyptus regnans trees move huge weights of water to their canopy 100 metres above the ground? How do they deter leaf eating caterpillars and possums? How do the influence the rainfall that will give them life?
How do animals deal with weather, and can they cope with changes in climate? What does it mean to talk about an animal without considering its environment? The animal is totally dependent upon the earth and plants and other creatures with which it lives, just as we are.
When is it useful to see competition in Nature, and when should we learn to see the co-operation between species of living things?

These are the types of questions that we address as we study the inner and outer workings of plants and animals, and as we then turn our attention to biological evolution and to ecology, the study of how creatures create and interact with their environment.

And ever and again we must look towards our responsibility to Nature, and realise our total dependence upon the continuance of a healthy world of living creatures. What is our part in all of this weaving and interacting of myriad creatures upon our beautiful and unique planet of life?

CHEMISTRY

Chemistry is a science which is concerned with understanding the properties and interaction of substances that make up matter. This encompasses the formation of atoms in stars to the complex biological interactions within living cells, and the creation of new medicines and polymers. Chemistry is used to explain natural phenomena at the molecular level.

Studying chemistry can enrich students' lives through the development of particular knowledge, skills and attitudes, providing a window on what it means to be a scientific researcher, working as a member of a community of practice, how evidence or data is collected and used to expand knowledge and understanding of chemistry.

UNIT 1 engages with the big ideas of chemistry. This involves developing an understanding of the internal structure of the atom, how this relates to the way atoms combine and how this knowledge can be used to improve the performance of useful chemicals.

UNIT 2: Environmental Chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Hence this unit examines water and the atmosphere to understand their composition, the reactions and contribution to maintaining conditions conducive to life. The way in which they may be harmed by human activity is examined. The tasks of environmental chemists such as monitoring the concentration of wastes in affluent and air quality are examined. Clearly in these tasks chemical calculations have an essential role. This also includes the notion of green chemistry - benign by design.

Because chemistry is a science, the skills of scientific inquiry are used to investigate chemical questions. Students are encouraged to apply their chemical understanding in different contexts and to interpret and explain chemical information.

There is also a great emphasis on practical enquiry and how to perform the tasks cooperatively, safely, responsibly and ethically.

DRAMA

UNIT 1:

Dramatic Storytelling

This unit focuses on Role and Character, creating and presenting devised performances, based on a person or cultural/community experiences. Students will be asked to attend and view at least one professional performance (small costs involved) and to write an analysis of this and of their own work.

Students will study Non-Naturalism. Students will create and perform a major production to an audience, while also keeping a journal/workbook recording their progress, ideas and analysis tasks.

Unit 1 will also focus on 'Role' and 'Character', involving an excursion to a restaurant for dinner (at the students cost - approximately $30).

UNIT 2:

"Creating Australian Drama"

This unit focuses on constructing a devised solo or ensemble production. (Generally an ensemble.)

Students will broaden previous experience in role development and will explore a variety of subject matter rather than 'dramatic form'.

This unit also involves analysis of a student's own performance as well as the performance of an Australian work.

Students should note that the work in year eleven leads the focus of work involved with year twelve and Units 3 & 4.

Students will be required to attend at least one performance and write an analysis piece for assessment.

A notebook must be kept for this Unit.

ENGLISH

ENGLISH UNITS 1 & 2

In Units 1 and 2 we work within the framework of the VCE Study Design, but strive to integrate it with the educational goals and perspectives of the Steiner School. Our essential aim is to encourage and assist students to engage actively with the world, to reflect imaginatively, intelligently and critically on what it means to be human, and to develop the necessary skills to present their ideas and feelings effectively, through written and spoken language. It is a text based course, including both print and non-print texts, fiction and non-fiction. These might include:

- Novels, plays, films, short stories, poetry
- Media texts such as editorials, opinion pieces, feature articles, letters to the editor and cartoons.

Through thoughtful reading or viewing of imaginative texts we can extend the boundaries of our knowledge and increase the depth and breadth of our feelings of empathy and imagination. In the mirror of fictional texts we can reflect on the depth and mystery of the world and our own lives. Themes studied include:

- How people become who they are; the process of developing a sense of identity
- The richness, variety and complexity of human relationships
- What love is, and maybe isn't
- The vital importance of emotional and intellectual communication and self-expression in the process of individual and social development
- Human values such as freedom, equality, and justice: how they often have to be discovered and defended anew in various personal and social contexts.

In addition to fictional texts we study media texts and issues; we learn of the ways in which language can be used to persuade and to position an audience to accept a point of view or to act in a particular manner. This course is intended to not only prepare students for an active participation in a democratic society, but also to think broadly, deeply and imaginatively about the great questions of life, and to feel and experience life richly. Students should develop various skills such as close reading of texts, sensitive listening, and of course, clear and creative written and oral expression. Above all, we hope they will develop a love of language, and a realization of the ways it can help to empower them, and add enormously to their enjoyment and appreciation of life.

GEOGRAPHY

Geography is the study of the world. The physical earth, with its mysterious natural processes and rhythms provides the environment within which humankind lives and interacts. Landscape, people, place and environment are all interwoven, and the interplay that exists between them helps determine the uniqueness and diversity of the earth's social, cultural, economic, political and physical domains.

Understanding the interaction between human activities and natural processes, through the application of geographic skills and spatial concepts, helps us to understand how we can participate effectively as global citizens in the sustainable use and management of the earth's resources. Such understanding fosters environmental and social responsibility and cultural awareness.

UNIT 1:

This unit investigates the geographic characteristics of natural environments, (location, landforms, geology, climate, drainage patterns, flora and fauna, and settlement patterns), and the natural processes occurring in the lithosphere, atmosphere, hydrosphere and biosphere that shape and change the Earth's surface. Through the study of at least two natural environments, students investigate how interactions between natural processes and human activities can also change natural environments. Suitable topics may include coasts, deserts, rivers, volcanoes, glaciers, oceans and rainforests.

Comprehensive fieldwork activity, allows the students to focus on the dynamic nature of the natural environment and the contribution the various agents of change, (weathering, erosion, transportation and deposition, as well as human activity), make. Presentation of fieldwork results focus on the management of change and an evaluation of the management strategies.

UNIT 2:

This unit investigates, at a range of scales, the geographic characteristics of rural and urban environments and the characteristics that result from human activities and human interaction with natural environments. Individual farm houses to small villages, regional centres, large metropolitan cities and mega cities are included in the study.

Rural and urban environments are dynamic. They can be changed in the long or short term not only by natural and human processes and events but also by advances in technology, by policies developed at the governmental level and by individual and organisational decisions that affect the management and the sustainability of rural and urban environments. The study of at least two human environments, one (or more) for rural, and one (or more) for urban, through the use of texts, maps, geographic data and fieldwork activity, places the focus on human geography.

HISTORY

Twentieth Century History

History in Year 11 examines a variety of experiences, challenges and responses throughout the twentieth century. It is an exciting and dramatic area of study that helps students engage and understand how our modern society has been built. Answering the question, why the world is the way it is today? The history takes a world focus, broadening their understanding of other countries, other governments and the impact our decisions have on a larger scale. By understanding one's past, one can better understand one's present, as well as one's future!

UNIT 1: 1900 – 1945

The first unit of history looks at the European experience of World War 1, Hitler's Third Reich (empire) and World War 2. This is a large and broad area of study, most of which is dedicated to the interwar years and Hitler's rise to power. The two world wars provide us with a fascinating glimpse into world politics and governments, as well as the horrifying effects from war. They can also hold an opportunity to witness the amazing gains in technology, science and humanity throughout this time.

The subject of Hitler is a confronting one, but also an intensely significant one in terms of understanding world politics in the years that followed. It had far reaching effects, still to this day, and is an area of history that I feel all should be introduced to at some time.

UNIT 2: 1945 – 2000

The second unit of history picks up at the end of the Second World War and launches us into the Cold War. This most recent half-century provides us with a fascinating and critical foundation for understanding the world we live in today. It tracks the rivalry between the two super powers, USA and USSR, seen through the arms race and various cold war battlegrounds such as; Korea, Vietnam and Afghanistan. This unit can also be a launching pad to discussing modern issues regarding politics, society and events. Again it is a large and broad area of study but one that empowers the students with a deeper understanding of the world around them.

Assessments for these units include:

- Visual document analysis (propaganda).
- Research task. (Exploring various individuals, groups or movements)
- Essay.
- Debates.
- Short and extended responses

LITERATURE

Literature UNITS: 1 & 2

Literature is for those who love to read and discuss novels, plays, poetry, biographies, autobiographies and short stories, who have an interest in film and drama, and who are prepared to think deeply about what it means to be human. It is for those who are interested in not only what happens in a text, but also why it happens, and how the text is structured.

Those who choose to take this subject should be interested in stories, not only for the narrative elements including suspense, surprise and excitement, but for the elements of description, characterisation, moral and ethical concern, language, style and structure.

Literature allows students to enter many different worlds, some of them political, social and historical, others more inward, spiritual and personal. Linking the two realms of the inner and the outer is the power of the human imagination. This study encourages students to become more aware of the world of the senses, the realm of feelings and relationship, and the depths of their own human and spiritual natures.

Texts

Texts studied are roughly divided into those written before 1950 and those written since, giving a balance between "Classics" whose value has been long established, and texts of a more contemporary kind that explore current contexts and preoccupations and sometimes challenge our idea of what constitutes "good literature". Not all texts are chosen for their depth and seriousness: humour and entertainment value are also part of the experience of reading and viewing texts. Literary texts explore the heights and sometimes the depths of human experience.

Assessment

The course is divided into two units, in each of which there are three main assessment tasks:

UNIT 1:

Discuss how personal responses to literature are developed, and account for the development of one's own response.

Respond critically and creatively to the ways in which texts reflect or comment on the concerns and ideas of individuals and groups in society.

Analyse the construction of a film, or television mini-series and comment on the ways in which it presents an interpretation of ideas and experiences.

UNIT 2:

Analyse the development of one's own response to and interpretation of one or more literary texts.

Analyse and respond both critically and creatively to the ways in which a text produced in an earlier historical period reflects or comments on the concerns and ideas of individuals and particular groups at that time.

Produce an extended comparative piece of interpretive writing with a particular focus; for example, form, theme, genre, author, period social or cultural context.

Current Texts

Texts studied vary from year to year but those which have been on the syllabus previously, include:

Picnic at Hanging Rock: The classic 70s Australian Film directed by Peter Weir
Cosi: Australian Play by Louis Nowra
The Poetry of William Blake and other Romantic poetry
The Shark Net: a television mini-series based on an autobiographical text by Robert Drewe.
Minimum of Two: short stories by Tim Winton
The Brush Off: an example of humorous and satirical crime fiction, by Shane Maloney.
Hamlet: one of Shakespeare's greatest and most challenging plays.
Wuthering Heights: a great Romantic novel by Emily Bronte.
An assortment of poems by the famous Australian poet Judith Wright.
Summer of the Seventeenth Doll: The groundbreaking Australian play of the 50s which challenged ideas about gender and relationships.
Parzival: Wolfram von Eschenback's legendary tale of the grail knight.
Blade Runner: The Classic Sci-Fi film.
Great Expectations: Dickens famous novel
The Shipping News: E. Annie Proulx's tale of life in Newfoundland

LOTE (GERMAN/FRENCH)

In class 11, we usually work in a small group. If at all possible, the School would like to run language classes, but this will depend on numbers. The students are usually very dedicated to the subject, and so we are able to get the best out of the VCE course.

The VCE course prescribes that the learning is based on **"topics"**, about 7 of which are selected and covered in a semester.

The topic approach is very suitable for Steiner Education because it is designed to guarantee a holistic learning, i.e. from the complete towards the detail and not vice versa, or worse, dealing with isolated details.

The topics chosen over the last years seemed to be suitable and appreciated by students for their content. Of course they are also suitable to build up the desired linguistic skills. But since topics are the choice of the teacher and not prescribed by authorities (they prescribe the linguistic skills you need at the end of year), topics can change every year and can be negotiated with or adjusted to the students.

Out of the large **selection of topics** (linguistic skills in brackets):

German:

The Family (nominative and accusative cases)
Moving House (dative cases, perfect tense, imperfect tense)
Housework (imperative)
Job Training (adjectival nouns, numbers, dates, times, subject and object pronouns, genitive cases)
Choosing a Profession and Unemployment (pluperfect tense, "before" and "after", reflexive verbs, subjunctive mood).
Travel (comparatives)
and many others ...

French:

Teenagers and Their Interests (present tense, reflexive verbs, progressive adjectives)
Dreams (perfect tense)
Elsewhere, In Another Time (imperfect tense, cause and effect)
Memories (expressing time and duration)
Nature and Environment (passive voice, description, comparison)
Family (subjunctive)
And many others ...

This course is designed to learn another language and to have fun.

MATHS

Success in Year 11 maths requires clear thinking and a steady effort. If you enjoy working your way through to clear, simple thoughts, you will probably enjoy Year 11 maths.

Over the course of Year 11 you may come to appreciate maths, and its use of steady focussed awareness, as a healthy balance and contrast to your other activities and studies. Then you may be keen to go on to year 12 maths.

A word of warning:

In Year 10 some talented students are still able to coast along, doing well just on native ability and a minimum of work.

In Year 11 native ability is not enough. Expect to do several hours of homework each week, even if you are naturally talented. You must be prepared to do this right from the start of the year, and you must be prepared to commit essential formulae and techniques to memory. This requires consistent hard work. The student of average ability who works with real commitment will do much better than the talented student who thinks it is possible to get by on intelligence alone.

Students at this level need to accept that understanding often comes **after** repeated practice and effort rather than before.

The Year 11 subjects are called **General Mathematics** and **Mathematical Methods.**

Content

Standard General Maths includes:

UNIT 1:

Univariate data, bivariate data, financial arithmetic, ratio and proportion, sequences and series, difference equations.

UNIT 2:

Shape and measurement, Pythagoras' theorem in three dimensions, similar figures, trigonometry, linear relations and equations, linear graphs, linear modeling and linear programming.

Advanced General Maths includes:

UNIT 1:

Matrices, basic algebra, set theory, variation, sequences and series, transformations, ratios and similarity, circular functions, application of trigonometric functions.

UNIT 2:

Circle theorems, vectors, polar coordinates and complex numbers, loci (conic sections), kinematics, statics, statistics of a single variable, two variable statistics.

Maths Methods includes:

UNIT 1:

Linear equations and graphs, matrices, quadratics, graphs of non-linear relations, functions, relations and transformations, cubic and quartic functions, application of matrices and use of parameters, rates of change, calculus: differentiation and its applications.

UNIT 2:

Probability, conditional probability and Markov chains, permutations and combinations, discrete probability distributions, exponential functions and logarithms, circular functions, differentiation techniques, integration and its applications.

POSSIBLE STUDY SEQUENCES

Year 11

Standard General Maths is done as a stand-alone subject; you cannot do Standard General Maths and Maths Methods together. Standard General Maths is designed for students who wish to either terminate their maths at the end of year 11, or continue into the subject **Further Mathematics** in year 12. Apart from Further Mathematics, you cannot progress into any other year 12 mathematics subject if you have done only Standard General Maths.

Advanced General Maths is not done as a stand-alone subject. (If you want to do only one General Maths, then Standard General Maths is the best option.)

Advanced General Maths is done in conjunction with Maths Methods, and together they best prepare a student for continuing into year 12 **Maths Methods** or year 12 **Maths Methods** and **Specialist Maths**.

Whilst it is theoretically possible for a student to do only Maths Methods in year 11 (and not Advanced General Maths), and then continue to year 12 Maths Methods, it is **strongly recommended** that both subject be done in year 11 to maximize the preparation for year 12.

For year 12 **Specialist Maths**, year 11 Advanced General Maths **and** year 11 Maths Methods are prerequisites.

It is possible for a student who has studied Advance General Maths and Maths Methods in year 11 to go on to Further Maths in year 12.

SUMMARY:

Year 11		Year 12
Standard General Maths	→	Further Maths
Adv. General Maths & Maths Methods	→	Further Maths, or Maths Methods, or Maths Methods **&** Specialist Maths.

MUSIC PERFORMANCE

Music Performance Unit 1 & 2

Year Eleven is a great time for developing the ability to play, perform and expand your knowledge of music. It involves developing self-expression and gradually learning to be at home performing to others. If you are not a confident performer, we will be doing lots of informal practise to develop techniques and strategies to deal with performance nerves. Year Eleven music also requires developing an understanding of the technical aspects of music and learning to listen appreciatively and objectively. We will also be looking at composition and improvisation.
The prerequisite for Year Eleven music is a background in your instrument or voice and Grade Three level of theory before the year begins.

Unit 1:

Solo/group performance: Working with your principal study teacher you will work on two solo pieces to perform and one group performance.
Technical Test: You will begin improving your technique by performing scales, modes, arpeggios and other relevant exercises on your principal study instrument.
History of Western Classical Music: We will explore the development of Classical music from its beginnings in Ancient Greece to the huge diversity of music in the 20th Century.
Aural and Theory skills: We will be building our knowledge of scales, modes, chords and harmony. We will be practising notation of melody, harmony and rhythm.
Assessment for this unit involves a solo performance, group performance, a technical test, an exam and class work.

Unit 2:

Solo/group performance: Working with your principal study teacher you will develop two pieces to perform and one group performance.
Technical Test: You will refine your technique by performing scales, modes, arpeggios and other relevant exercises on your principal study instrument.
History of the Blues and Song writing: We will be exploring the blues, early jazz and the art of song writing. You will be writing and performing a blues and your own original song.
Aural and Theory skills: We will continue to build our knowledge of scales, modes, chords and harmony. We will be practising notation of melody, harmony and rhythm.
Mini investigations project: You will pick a focus area of music that inspires you. You will analyse performers and recordings from this focus area. You will investigate the social, cultural and geographical influences that have impacted on the focus area.
Assessment for this unit involves a solo performance, group performance, a technical test, an exam, your investigations project and class work.

PHYSICAL EDUCATION - UNITS 3 & 4

PLEASE NOTE THAT ALTHOUGH STUDIED IN YEAR 11, THIS IS A **YEAR 12 SUBJECT**.

As a small school we are unable to offer this subject for all 4 units, so only units 3 & 4 are offered. These units do not depend on successful completion of Units 1 & 2. Thus a year 11 student has the opportunity to enter year twelve with a real understanding of what to expect, and with one subject already completed. In most cases it would be expected that a student would still undertake five other subjects in year 12.

UNIT 3:

Area of study 1: Monitoring and promotion of physical activity.

This area focuses on participation patterns in physical activity, with students investigating methods of assessing physical activity levels for themselves and other groups.
Various promotional strategies, including population based ones, are investigated to promote physical activities in schools, communities and the workplace.

Area of study 2: Physiological requirements of physical activity.

This area examines the provision of energy for physical activity.
Topics include: the conversion of food to energy, the importance of Oxygen in energy production, all three energy systems - ATP/PC, Lactic Acid and Aerobic.
The causes of fatigue, and recovery strategies are also investigated.

UNIT 4:

Area of study 1: Enhancing fitness through training.

The focus of this area is on the components of fitness and fitness assessment from physiological perspective. Various activities will be analysed and appropriate fitness tests designed and undertaken.
Following this will be a study of the basic principles of training, leading to the design and implementation of a training program.

Area of study 2: Strategies for enhancing sports performance.

As well as examining the chronic physiological adaptations to a training program the students will study other methods of enhancing sports performance; such as sports nutrition, injury prevention and ergogenic aids.

ASSESSMENT
School assessed course work: 50% (8 “SACs”, 2 per area of study)
External examination. 50%

PHYSICS

Year 11 Physics (2013-2016)

Physics is a science which contributes greatly to our understanding of the physical universe, from the smallest imaginable particles to the broadest expanses of outer space. Students complete experimental work in the laboratory and make observations and measurements. Mathematical modelling is introduced and is used extensively to make predictions and link ideas.
This study would be of interest to students with a wide range of expectations, from those who are just interested in our wonderful 'physical' world to those who are aiming for medical, engineering, trade, technology-based and science-based careers.
Unit 1 is studied in the first half of the school year and unit 2 is studied in the second half of the year.

UNIT 1: Areas of study

This unit focuses on Physics as a human endeavour.
1.1 Nuclear physics and radioactivity: Students use relevant physics ideas to describe, explain and model the sources and uses of nuclear reactions and radioactivity. We explore the effect radiation has on living things and the environment and research its uses by industry.
1.2 Electricity: Students apply DC circuit models to battery operated devices, car and Household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.

UNIT 2: Areas of study

This unit focuses on the application of models to phenomena. These conceptual models are used to explore the nature of motion and light.
2.1 Motion: Students learn about the models used to explain motion from early theories of Aristotle and the work of Galileo and Newton. These theories are developed through the examination of aspects of motion including transport, games and sport.
2.2 Wave-like properties of light: Students will learn about the wave-model for light and use it to investigate, aided and un-aided vision, communication and theatrical effects.

Detailed Studies:
Detailed studies provide opportunities to explore the application of energy concepts and models in a variety of contexts. Two of the following topics will be studied during the year: Astronomy, Astrophysics, Energy from the nucleus, Flight, Sustainable energy sources or Medical physics.

Assessment:
Assessment will take the form of a student designed or adapted practical investigation and a selection from the following: folio of practical activities, data analysis, response to media article(s), summary reports of selected practical activities, a written report and a test. Each area of study and the two detailed studies will be assessed by the school.

STUDIO ARTS

The creative nature of studio art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The study of studio art offers an insight into the diverse interpretations by artist.

Studio art encourages students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art-making.

The course includes both Practical and Theoretical studies.

The course is divided into four units. Unit one and two are taken in year eleven.

Unit one: Artistic inspiration and techniques

Practical: a variety of mediums are investigated and managed through the maintenance in a folio such as:

Painting; including oil painting, Printmaking, Drawing, Architecture, Sculpture, Stop-motion filming, Instillation Art, Photography; black and white film.

Theory: A study of various art movements, usually chronologically. The investigation of artist and their approach to their work, the subject matter, style and the influences; social, political, etc. There is discussion about materials and techniques within an artist style.

Unit two: Design exploration and concepts

Practical: The student will establish an individual approach to their art through the design process. The formal investigation of the student's artistic ideas, which will be expressed in a selection of medium(s) and style they will use to apply their ideas. This will be recorded in a Folio, which is measured for established criteria.

Theory: The study of different artist from different times and cultures utilising the analysis of the artwork of the artist. This is studied in various methods, lecture, essay, and presentations.

Excursions are an integral method of study for both practical and theoretical studies.

"In the free being of the human
The Universe is gathered up.
Then in the free resolve of your heart
Take your own life in hand,
And you will find the World.
The Spirit of the World will find itself in you."

~ Rudolf Steiner