

Melbourne Rudolf Steiner School
Awakening young people to their destiny

Year 11 VCE Course Outlines for Subject Choice 2016

*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

	Page
Preliminary Course Choices for Year 11, 2016	3 - 4
Choosing a Year 11 - 12 Course for Admission into Tertiary Education	5 - 6
Individual Subject Data	7
Art	8
Biology	9
Chemistry	10
Drama	11
English	12
Geography	13 - 14
History	15 - 16
Literature	17 - 18
LOTE (German/French)	19
Maths	20 - 21
Music Performance	22
Physical Education	23
Physics	24
Studio Art	25



Preliminary Course Choices for Year 11, 2016

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 2018 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 2016 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 2018 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 Year 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.

<u>Subject</u>	<u>Arts/Humanities or Maths/Science</u>	<u>Must I take Units 1,2 to take Units 3,4?</u>
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

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

Biology: the science of life and Nature

UNITS 1 & 2:

Living things are complex, beautiful and mysterious, and they are all part of the continuity of life on Earth.

How is that many plants flourish in deserts while others inhabit rain-forests , that fungi can live in soil in perpetual darkness, that bacteria can fill a lake with blue–green slime in a day and then vanish tomorrow, and algae create a colossal bounty of oxygen and pour it into the air for all of us to breathe?

Such considerations lead us to seek understanding of life by studying cells, the chemistry of life, and the special structures and practices of creatures that fit them for their place Nature. This requires learning to use microscopes, to observe creatures carefully, to notice and record details of the structure and inner organs of a variety of creatures, from bacteria to plants to animals.

We study the biodiversity of Planet Earth, and focus in on local species of plants and animals in our local environment.

We also make a study of genetics, stem cells, pedigrees and inherited characteristics, and place this into the context of world evolution as revealed through astro-physics and the fossil record.

There's a lot of practical work and philosophising, discussion and hard scientific facts to be assimilated. There's a bit of singing too.



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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

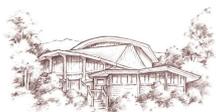
UNIT 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

UNIT 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.



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

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

The key focus of the Geography curriculum is the Earth's surface, the realm of life, the home of humanity.

It is a spatial methodology arising out of the 'spirit of place' enabling the 'spirit of place' to be communicated.

Geography is considered to be both a humanity and a science. In many ways it humanises science.

Geography enables students to understand the universal and varied character of the world as an entity, yet it also highlights the uniqueness, shared qualities and differences of given areas on the Earth's surface. Students explore, analyse and interpret the interrelationship and dynamic interplay of locations and natural processes, and the human activities and events that shape and determine the Earth's parts and her totality. Students of Geography not only recognise how human activity shapes the Earth, but also develop the realisation that human beings, as part of the physical and bio-physical realms, are influenced in their human growth, development and activity by the characteristics of the region in which they live. Landscape powerfully influences a region's people, even actuates the cultural and moral nature of its inhabitants.

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the identification, collection, interpretation and analysis of data and information from relevant secondary sources.

UNIT 1:

The inter-relationship of the natural and human world is full of challenges.

In Unit 1 students undertake an examination of hazards and disasters including their global distribution, location, scale, frequency, sequence and magnitude. Hazards cause harm to people and /or the environment. Their study therefore includes research into their role in natural systems, classification of types of hazards according to their causes, and understanding of interconnections between causes.

Case studies may include a broad range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Upon completion of the overview, students investigate two contrasting types of hazards and the responses to them by people. These may include:

- geological (or geophysical) - volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches



- hydro-meteorological (weather, climate, water) - droughts, floods, storms, storm surges and bushfires
- biological - infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological - human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

Fieldwork is an important component in this unit with a comprehensive and analytical fieldwork report providing a primary source of material.

Case Studies then focus on strategies to address hazards and disasters.

Natural and human factors which influence the nature of human responses to a hazard are examined with consideration given to the scale of the hazard, the level of risk and the types of hazards. This includes an exploration of the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

The economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures are carefully considered.

UNIT 2:

In unit 2 students have the opportunity to understand the interconnection within and between places through a study of tourism. The movement of people on a local, regional and global scale is enabled through such a study.

Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. Our region, the Asia and the Pacific, hosts 23 per cent of international arrivals.

It is the interconnections of climate, landforms and culture which help determine the characteristics of a place that can prove attractive to tourists. At the same time there is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation.

In this unit students investigate the characteristics of tourism including the distribution of different types of tourism and tourist destinations, the factors affecting different types of tourism such as changing income and lifestyles, and tourism's growing scale which has had, and continues to have, a significant impact on local, regional and national environments, economies and cultures.

Through research and exploration into contrasting examples of tourism both within Australia and elsewhere in the world, a range of management strategies which respond to environmental, economic and socio-cultural impacts are examined and the consequences of these responses considered and evaluated.

Fieldwork techniques plays a significant role in such a study.



HISTORY

UNIT 1: Twentieth Century History - Why is the world the way it is today?

1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929.

Area of Study 1: Ideology and conflict

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations. While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support.

In the wake of World War One, the USA pursued an isolationist policy and while the 'Roaring Twenties' was a decade of economic growth, the thirties saw considerable suffering as a result of the Depression. Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

Area of Study 2: Social and cultural change

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in Germany under Nazi rule. The period between the wars was characterised by significant social and cultural change. While the 1920s was largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship for many dominated by the impact of the Great Depression.



UNIT 2: Twentieth Century History

1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Area of Study 1: Competing ideologies

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

Area of Study 2: Challenge and change

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience. Independence movements led to the emergence of new nations. While terrorism was not a new historical phenomenon, it took on new dimensions and became increasingly globalised. Other conflicts continued in the second half of the century. These included the Arab–Israeli conflict, the struggle against Apartheid in South Africa and the American Civil Rights Movement.



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, lyrical and verse, 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 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

In both units 1 & 2, responses range from personal and creative, to more analytical and formal essays.

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

Così: Australian Play by Louis Nowra

The Poetry of William Blake and other Romantic poetry

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 and other 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.

Blade Runner: The Classic Sci-Fi film.

Great Expectations: Dickens famous novel

The Shipping News: E. Annie Proulx's tale of life in Newfoundland

The Great Gatsby

A selection of Australian short stories

Foal's Bread: Gillian

Modern USA poetry

WW1 poetry



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.

Specialist 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.

Specialist 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.)

Specialist 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 Specialist Maths), and then continue to year 12 Maths Methods, it is **strongly recommended** that both subjects be done in year 11 to maximize the preparation for year 12.

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

It is possible for a student who has studied Specialist 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
Specialist Maths & Maths Methods	→	Further Maths, or Maths Methods, or Maths Methods & Specialist Maths.



MUSIC PERFORMANCE

UNITS 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 (2016-2021)

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

UNIT 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilized. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

UNIT 2: What do experiments reveal about the physical world?

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.



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 1: 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 2: 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