

Melbourne Rudolf Steiner School  
*Awakening young people to their destiny*

# Year 11 VCE Course Outlines for Subject Choice 2018

*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.*

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# Preliminary Course Choices for Year 11, 2018

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 2020 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.**

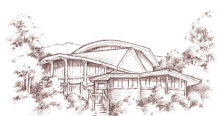
At MRSS students choose 6 subjects each term in Year 11 and 5 subjects each term in Year 12.

Students can only choose to do one Year 12 subject during Year 11 – P.E. is offered at our school

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 2018 are strongly encouraged to choose subjects from both the Art/Humanities area and the Maths/Science area.



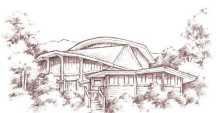
## Choosing a Year 11 Course: General

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 2020 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**

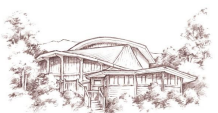
For example:

- 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:

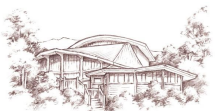
- receive VCE information;
- hear descriptions from subject teachers about their VCE subject;
- individual interview with Damo (or other teachers) to discuss areas of interest and subject choices;
- fill in “preliminary subject choice sheet”.

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

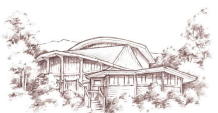
## **Distance Education and VET Subjects:**

Distance education subjects are subjects completed by students at their own school but the work comes through an alternative school either online or in hard copy. Generally students are only eligible to do Distance Education if they wanted to do a subject but have a clash with another subject at the same time in the timetable or if they want to complete a subject we don't offer (remember that we have subjects which are prerequisites for all but one or two courses throughout the tertiary system). Please keep in mind that Distance Education subjects do not suit most students and can be quite difficult even if the student is highly capable. The student must be highly motivated and have shown a capacity to work alone. There are also other aspects that determine if a student is eligible or need to be completed for a student to be **considered** for a distance ed. subject. See Damo.

VET (Vocational, Education and Training) subjects have on occasion been an option students have chosen but there are many aspects that need to be considered before a student will be considered. Costs of VET subjects can be very high, travel arrangements, timetables (both the other school/tafe and ours), time missed from school, disconnection from school and students, will there be a clash of timetable in the following year (no sport space on Wednesday in Yr. 12), etc.



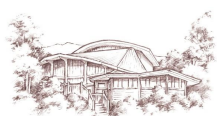
For a small number of students doing a subject outside of school can be helpful to the rest of their school studies and experience. However, all aspects should be considered deeply and in consultation with guardians, teachers and with the careers coordinator (Damo) before an application is made.



## 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 18<sup>th</sup> 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**

Rationale:

Biology is a science.

It helps us to understand the reality of life.

We use it to really feel part of the natural world.

We also use it to change the natural world, and our state of health.

The more we know, the better will be the changes.

So...study biology.

## **UNIT 1**

How does life work; what is it?

We seek the answer e.g. in using microscopes to observe cells of many types.

We start to understand the inner workings of these cells.

They are analogous to our bodies. They move...even plant cells do; they nourish themselves, they communicate endlessly with one another, reproduce and grow, and behave with intelligence.

We do lots of field work e.g. watching water birds, examining fish, eels, and microscopic organisms.

Entire ecosystems are studied and compared.

## **UNIT 2**

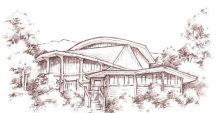
Reproduction is the secret of life continuing upon Earth.

We study cellular reproduction, sexual reproduction, stem cells and development and healing.

We consider genetics, DNA structure and function, Mendelian genetics and epigenetics.

This all requires consideration of ethical issues for society.

Cloning tissues or organisms, genetically modifying organisms and the effects of such upon the Natural World are an important part of this study.



# CHEMISTRY

## Year 11

Chemistry has a crucial role in science and society. As the central science, it not only encompasses the simple (such as atomic theory in physics) and the complex (such as life processes in biology), it also is at the heart of many areas not necessarily labeled “chemistry”. In earth sciences, pharmacy, computing, environmental science, medicine, materials science, agriculture, nutrition, engineering and fine art, the practice of chemistry has a profound influence. Because it touches so many of us in everyday life, the study of the science (and art) of transforming matter has become a vital artery as basic science and in a real tangible sense.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

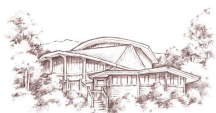
## **Entry**

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 of a range of materials from metals and salts to polymers and nanomaterials.

Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.



Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Throughout the unit, students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

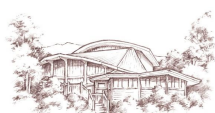
A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

## **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 polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.



# DRAMA

## **UNIT 1: Dramatic Storytelling**

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

### **AREA OF STUDY 1**

#### **Creating a devised performance**

This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance/s based on a range of stimulus material relevant to the student's personal cultural and/ or community experiences and stories. Students explore a range of naturalistic and non-naturalistic performance styles and draw on these styles as they respond to a given structure and stimulus material.

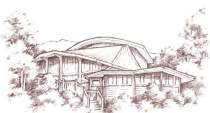
The area of study also focuses on recording and documenting the play-making techniques used in the development of this performance work.

Students will also study *Role* and *Character* during this Unit. They will use improvisation, role-play and research to understand ways in which to create *Role* and *Character*. This will include an excursion to a dinner event where the students must attend in a chosen character, researched and created through costume etc.

On completion of this excursion students will be asked to hand in a written report on the event, detailing lists of other characters and an evaluation of the task. The Unit will also include other excursions to a variety of performances, this is a wonderful opportunity for students to engage with Drama.

#### **Outcome 1.**

On completion of this unit the student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories.



## **AREA OF STUDY 2**

### **Presenting a devised performance**

In this area of study students present a devised solo and/or ensemble performance/s based on a range of stimulus material relevant to the student's personal cultural and/or community experiences and stories, to a live audience. This performance/s should be based on the work devised in Outcome 1. Students present stories and characters to an audience using naturalistic and non-naturalistic performance styles. They also begin to explore and develop skills in establishing and maintaining actor–audience relationships.

#### **Outcome 2.**

On completion of this unit the student should be able to perform a devised drama work/s to an audience.

## **AREA OF STUDY 3**

### **Analysing a devised performance**

This area of study focuses on observation and analysis of the student's own performance work. It involves reflection and documentation of work processes. Students also demonstrate development of understanding the use of expressive skills, stimulus material, conventions, stagecraft, naturalistic and non-naturalistic performance styles and approaches to character development through use of drama terminology.

#### **Outcome 3.**

On completion of this unit the student should be able to analyse the development and performance to an audience of their devised work.

## **AREA OF STUDY 4**

### **Analysing drama performances presented by other practitioners**

In this area of study students observe and analyse a performance by professional or other drama practitioners. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use language of drama to describe, analyse and evaluate drama performance. Attending and analysing a performance by professional or other drama practitioners provides opportunities to make connections with their own work and to build their experience of how dramatic elements, performance styles, stagecraft, performance and expressive skills can be used and manipulated in performance.

Students also consider ways of establishing, sustaining and manipulating actor–audience relationships.

#### **Outcome 4.**

On completion of this unit the student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.



## **UNIT 2: Non-naturalistic Australian drama**

This unit focuses on the use and documentation of the processes involved in constructing a devised or scripted ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a **text** and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

In this area of study, the terms 'character', 'performance', 'story' and 'style' can be understood as one or more characters, performances, stories or styles.

### **Outcome 1.**

On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.

## **AREA OF STUDY 2**

### **Presenting a devised performance**

In this area of study students present performance/s to a live audience of a devised or scripted work based on a person, an event, an issue, a place, an artwork, a **text** and/or an icon from a contemporary or historical Australian context. The performance should be based on the play-making techniques used to develop work detailed in Outcome 1, and should take place in a performance space appropriate to the theme or subject matter of the drama.

### **Outcome 2.**

On completion of this unit the student should be able to present a performance of a devised or scripted non-naturalistic work to an audience.



### **AREA OF STUDY 3**

#### **Analysing a devised performance**

This area of study focuses on observation and analysis of a student's own performance work completed earlier in the unit. It involves reflection on, and articulation of, processes used to explore and extract dramatic potential of the stimulus material. Students shape and refine their work, create and manipulate the actor–audience relationship and continue to develop the use of drama language and terminology.

#### **Outcome 3.**

On completion of this unit the student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised or scripted work.

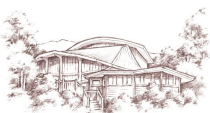
### **AREA OF STUDY 4**

#### **Analysing Australian drama performance**

In this area of study students focus on observation and analysis of a performance by professional or other drama practitioners. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use drama terminology to describe, analyse and evaluate the use of conventions, performance styles, and dramatic elements in a drama performance.

#### **Outcome 4.**

On completion of this unit the student should be able to analyse a performance of an Australian drama work.





# ENGLISH

The class 11 English course works within the VCE curriculum. Within this prescribed course, the school has the freedom to shape our teaching and the students' learning to enable appropriate and enriching experiences. The 16-17 year old at our school is ready to engage with the world in all its truth and beauty, but also its injustice and tragedy. They are also beginning to look out into the world and search for their place in it – what they may contribute and their unique destiny. Hence we choose texts written, spoken and filmed in our English language – both imaginative and 'non-fiction' - that inspire and challenge our students to think carefully and deeply about the ideas and themes explored. The key conceptual and thinking quality that Rudolf Steiner asked his teachers to give to the class 11s was 'analysis': using thinking to understand, leading to the developing, synthesised worldview which emerges in class 12. Along with this thinking, we continue to encourage our students to engage imaginatively with our texts, especially initially, as it is through creativity that unique, original insights come forth. Of course, the study also has many practical benefits for the students' proficiency in using their own language in social contexts.

The course contains the following texts and tasks in 2017 (these texts may change for 2018):

## UNIT 1

**Reading and Creating texts:** reading and viewing texts and responding creatively and analytically: the contemporary English film *Pride* and selected Australian poetry including Oodgeroo Noonuccal and Gwen Harwood.

**Analysing and presenting argument:** The study of persuasive language and rhetoric: students' oral presentations of their own point of view and the analysis of persuasive language in great speeches and current media texts.

## UNIT 2

**Reading and comparing texts:** which asks students to explore a common theme or idea in at least two texts: Orwell's modern Classic *1984* on the suppression of individual conscience and loss of solidarity and Von Eschenbach's medieval classic *Parzival* on the emergence of the modern individual, and his/ her personal and shared search for ultimate meaning.

**Analysing and presenting argument:** A continuation of the study and practice of the use of persuasive language; in unit 2, we study a current issue together and analyse the way writers and speakers on this issue use language to persuade.

There is an exam at the end of both units, which gives the students experience of the demands of exams in preparation for class 12. Some of the other assessment tasks are also undertaken under conditions equivalent to class 12 requirements.



# 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.

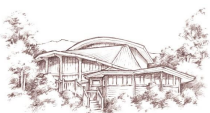
Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. Our region, the Asia and the Pacific, hosts 23 per cent of international arrivals.

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.

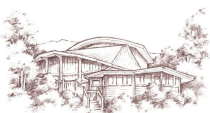
The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence 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.

### **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. 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

Class 11 Literature is for students who love to discuss ideas about human life and character that are explored in imaginative texts such as novels, plays, poems and films, and also in non-fiction works. We strive to appreciate that a work of fiction, non-fiction, drama or a poetical work can mirror and light up human experience to such an extent that it can help us have new insights and perspectives. However, we also practice the art of critical analysis, developing and trusting our own responses to literary works, even if these are 'against the grain'. We explore the practice of reading itself, the challenges and joys of breaking through in our understanding of texts that may sometimes demand a lot of us, whether they are classics or contemporary works. We also read for enjoyment and pleasure and sometimes turn to light and comical texts in our literary traditions. While the course centres on reading literary texts, we also practice critical writing about the literature we read and creative and imaginative writing in the style and form of the genres we study.

The course comprises of the following outcomes (the texts are those we are studying this year, and may change in 2018):

## UNIT 1

**Reading practices:** Cate Kennedy *Dark Roots*, Chloe Hooper's *The Tall Man* and *Jane Eyre* (film, and extracts from Charlotte Bronte's novel) - understanding and comparing formal aspects of literary texts, and exploring literary perspectives.

**Ideas and concerns in texts:** Jeanette Winterson's contemporary novel *Oranges are not the only Fruit* and its exploration of a young woman's conflict of identity and other related themes.

## UNIT 2

### **Exploring connections between texts**

How *Romeo and Juliet* continues to influence stories and ideas today: *Shakespeare in Love* and others.

**The Text, the Reader and their Contexts;** we read, imagine into and compose poems influenced by the poets of World War I, and explore the influence of their poetic styles and forms and their ideas on Modernity and plurality in the context of the early 20<sup>th</sup> century as well as in our contemporary social context.

There is an exam at the end of both units, which gives the students experience at exam responses in preparation for class 12. These exam responses emphasise the skill special to Literature, which is close passage analysis, as well as the use of other Literary Criticism. Some of the other assessment tasks are also undertaken under conditions equivalent to class 12



# 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 to us as it is designed for 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:**

Media

The Family (nominative and accusative cases)

Music and Trends (dative cases, perfect tense, imperfect tense)

Lifestyle and Trends (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)

Healthy Lifestyles (conditional sentences)

Movies

## **French:**

Teenagers and Their Interests (present tense, reflexive verbs, progressive adjectives)

Dreams (perfect tense)

Elsewhere, In Another Time (imperfect tense, cause and effect)

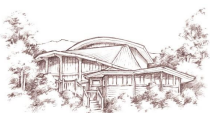
Memories (expressing time and duration)

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 **General Mathematics, Mathematical Methods** and **Specialist Mathematics**.

## CONTENT

**General Mathematics** includes:

### **UNIT 1:**

Univariate Data, Bivariate Data, Ratio and Proportion, Difference Equations, Sequences and Series,

### **UNIT 2:**

Matrices, Graphs and Networks, Inequalities and linear programming, Shape and measurement, Applications of trigonometry

**Specialist Maths** includes:

### **UNIT 1:**

Algebra, number systems and sets, variation, sequences and series, combinatorics, number and proof, geometry in the plane and proof, circle geometry, sampling and sampling distributions, trigonometry.

### **UNIT 2:**

Trigonometry, graphing techniques, complex numbers, matrices, transformations of the plane, vectors, kinematics, statics of a particle.



**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, permutations and combinations, discrete probability distributions, exponential functions and logarithms, circular functions, differentiation techniques, integration and its applications.

**POSSIBLE STUDY SEQUENCES**

**Year 11**

General Maths is done as a stand-alone subject; you cannot do General Maths and Maths Methods together. 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 General Maths.

Specialist Maths is not done as a stand-alone subject.

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 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 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
General Maths	→	Further Maths
Maths Methods	→	Further Maths, or Maths Methods
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.

Listening analysis: We will develop listening and analytical skills to describe music in its form, harmony, melody, character and rhythm.

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:

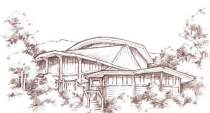
Solo/group performance: Working with your principal study teacher you will develop two pieces to perform and one group performance.

Technical Test: You will refine your technique by performing scales, modes, arpeggios and other relevant exercises on your principal study instrument.

Investigative skills: We will explore the skills necessary to analyse a focus area in music, as well as composition and improvisation skills.

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..

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: Biomechanics of sport and principles of skill acquisition.**

This area introduces the students to biomechanical and skill acquisition principles used to analyse human movement skills, and through involvement in practical sessions and coaching, develop an understanding of how to refine movement in physical activity, sport and exercise.

### **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: Components of fitness and assessment of fitness.**

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.

### **Area of study 2: Improving fitness through training.**

Following on from components and testing of fitness will be a study of the basic principles of training, leading to the design and implementation of a training program.

Students will also examine the chronic physiological adaptations to a training program to deepen their understanding of the long term effects of training.

## ASSESSMENT

School assessed course work: 50% (8 ASACs@, 2 per area of study)

External examination. 50%



# PHYSICS

## Year 11 Physics

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. 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: 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. Issues related to Global warming, The Big Bang and electrical circuits feature heavily in this unit.

#### **Area of study 1-How can thermal effects be explained?**

Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

#### **Area of Study 2-How do electric circuits work?**

In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students perform experimental investigations of DC circuits.

#### **Area of Study 3-What is matter and how is it formed?**

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

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

In this unit, students explore the power of experiments in developing models and theories.

#### **Area of Study 1-How can motion be described and explained?**

Motion is analysed using concepts of energy, including energy transfers and transformations. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object.

#### **Area of Study 2-Options**

One of the following options is selected: What are stars? •Is there life beyond Earth's Solar System? •How do forces act on the human body? •How can AC electricity charge a DC device? •How do heavy things fly? •How do fusion and fission compare as viable nuclear energy power sources? •How is radiation used to maintain human health? •How do particle accelerators work? •How can human vision be enhanced?

#### **Area of Study 3- Practical investigation**

In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.



# STUDIO ART

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: “Studio inspiration and techniques”**

### **Theory:**

What subjects have inspired artists in the past and today?

How have they approached these subjects?

What materials and techniques did they use?

What are the main art movements of the 20<sup>th</sup> century and today?

### **Practice:**

Students will explore a range of media and different subjects.

Selected Mediums:

Painting including oil painting, Printmaking, Drawing, Architecture, Sculpture,

Stop-motion and film making, Installation Art, Photography (black and white film).

## **UNIT 2: Design exploration and concepts**

### **Theory:**

Analysis and comparison of artists of various times and places focusing on design elements and principles and design choices artists make.

### **Practice:**

Folio development and practical work exploring design elements.

**This course includes excursions each term.**



*"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*