

YEAR 11

Senior Pathways

A guide to VCE, VCAL & VET
subjects and course information
at
Rutherglen High School

2013





Rutherglen High School

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Choosing and following a Pathway

Students going into the Senior School years at Rutherglen High School have a wide variety of programs and pathways open to them. They are able to pursue units and programs from within the Victorian Certificate of Education (V.C.E.) and/or Victorian Certificate of Applied Learning (V.C.A.L.). They can also enrol in Vocational Education & Training in Schools (VETiS) courses and School Based Apprenticeships & Traineeships (S.B.A.T.'s). Indeed many students participate in a program with several of these different elements and courses.

Students should find out more about the world of work and life beyond school before making decisions. In part this includes the Industry and Enterprise subject in Year 10 as well as Work Experience and Work Placements and even part-time work. It includes completing a Managing Individual Pathways (MIP's) Plan as well as individual counselling. However it also includes the student showing initiative to undertake individual research and asking questions of people in related occupations.

The most important thing is for students to select a program and individual subjects or courses which will assist them in moving along the pathway that takes them towards their dream career. If they don't have a clear or specific dream, then they should ensure they keep their options open. By law, students are required to be in education or training until they are 17 years old. However there is compelling evidence that there are long term major advantages in completing secondary school and also in completing tertiary education at TAFE or university.

Students should select subjects which are of interest and value to them. They are more inclined to work hard and achieve more in a subject they like. Selecting a subject or program because their friends are doing it is not a wise choice.

In the end, students will get out of their Senior School years what they put in. These years can be stressful and difficult. Anytime you are striving to achieve excellence, it is necessary to push yourself and work hard. However you should also ensure that you achieve a sense of balance between the different aspects of your life. It is still possible to be involved in part-time work, sport and have a social life. However, your dream will not just drop in your lap – you need to go out and make it happen. Make that your approach: **dream, research, investigate, select, strive and achieve.**

Good luck.

Phil Rogers
Principal

VCE

VCE PROGRAM

This handbook describes the initial unit offerings. From it, students can complete their Initial Program Selections. These selections will then provide the basis for the final unit offerings.

NOTE:

1. If there are insufficient student numbers selection for a particular unit, students will be asked to select an alternative unit.
2. If a unit combination is not possible due to timetabling restrictions, students will be asked to select an alternative unit.
3. Year 11 students are able to revise their programs at mid-year and end-of-year. (Not all student requests for changes are possible though).
4. Students will be counselled before their program is finalised.
5. Whether a unit runs will ultimately depend on the availability of staff and resources. The Principal in consultation with the Curriculum Committee will make the final decisions on which Units will run.

CHOOSING A PROGRAM

REMEMBER:

1. Choose a program which is realistic to your academic background.
2. Choose a program which is consistent with your future career. Students must make themselves aware of any pre-requisite for a particular career or course. This can be done by contacting the careers teacher
3. Seek guidance from your present teachers on the suitability of your selection of units.
4. Try to broaden your program beyond those subjects strictly required for any particular vocations.

People who can help you in making decision about your program are:

CO-ORDINATORS: Any queries on program units or general information.

CAREERS TEACHER: Any questions re careers and pre-requisites for courses.

YEAR 10/11 TEACHERS: These people probably best know your capabilities, and should be consulted.

PARENTS: Know your goals, strengths and weaknesses and will do their best to be supportive and helpful.

THE STUDENT PROGRAM

In order to successfully complete the VCE requirements, students enrolled in VCE must satisfactorily complete at least 16 units.

These units must include:

- Three (3) Units of English with at least one Unit at Unit 3 or 4 level.
- Three (3) sequences of level 3 and 4 Units other than English, including VCE VET Unit 3 and 4 sequences.
- The 16 units may include an unlimited number of VET units.

To obtain an ATAR score a student must pass Unit 3 & 4 English as well as three other Unit 3 and 4 sequences.

AT RUTHERGLEN HIGH SCHOOL

YEAR 11

It is anticipated that the "normal" program in Year 11 will be 12 Units. (6 Units in each semester). However, some students may choose to do 14 Units. (7 Units in each semester) or 13 Units (6 and 7 Units or 7 and 6 Units).

In general, Year 11 students would be advised to select from VCE Units 1 and 2. However, some students may wish to attempt some VCE 3 & 4 Units. Such selections will need to be made after careful discussion with the appropriate faculty co-ordinator and a Senior School Co-ordinator. Students will only be permitted to do a 3/4 sequence if they have performed well in Year 10. The results from the 3 & 4 Unit will be added to the following year's results and so contribute to the student's enter score.

YEAR 12

It is anticipated that the "normal" program in Year 12 will be at least 10 Units. This may include VET subjects and/or some VCE 1 and 2 units, or it could also include 'Enrichment Units' which are offered by some universities.

VCE UNITS OFFERED AT RUTHERGLEN HIGH SCHOOL 2013

UNITS 1 & 2

UNITS 3 & 4

English

English

Arts/Humanity Grouping

Accounting	Accounting	
Art	Art	
Business Management	Business Management	French
.....	French	
Geography	Geography	
Health and Human Development	Health and Human Development	History –
Revolutions or Australian	History – Revolutions or Australian	
Legal Studies	Legal Studies	
Literature	Literature	
Music Performance	Music Performance	
Physical Education	Physical Education	
Visual Communication and Design	Visual Communication and Design	

Maths/Science/Technology Grouping

Agricultural Studies.....	Agricultural Studies
Biology	Biology
Chemistry.....	Chemistry
Product Design and Technology	Product Design and Technology
Food & Technology	Food & Technology
Information Technology	Information Technology
General Mathematics.....	Further Mathematics
Mathematical Methods CAS.....	Mathematical Methods CAS
Introduction to Specialist Maths.....	Specialist Mathematics
Physics.....	Physics
Psychology	Psychology

NOTE: represents: Studies for which it is recommended that you do Units 1 and/or 2 before attempting Units 3 and 4.

CAREERS INFORMATION

This section is meant to guide you to the correct source of information rather than supply the information. It is important to remember that prerequisites for courses and careers are changing from year to year, so it is vital that you seek out the most recent information, and then regularly update it.

The correct course selection can only result if you have already selected a career direction. Once the career direction has been decided, and not until then, you should work "backwards" to decide which VCE Pathway will lead you there.

At this stage you may ask yourself these questions:

- i. Do you have some ability in the type of units you wish to do?
- ii. Do you enjoy that field of work? Are you interested in it?
- iii. How do the units relate to your career intention?

It is important that you maintain a variety of subjects or types of subjects as:

- a. Your own career aims may change over the next year or two.
- b. Prerequisites and demands of tertiary institutions and their course may change.
- c. You may not be able to enter the particular field or courses of your choice thus it is essential to keep a range of alternative occupations and courses.

A full range of information about Careers and Tertiary studies is available in the Careers Room. Students are also encouraged to visit www.myfuture.edu.au, Australia's carer information and exploration service. For individual careers counselling and/or advice, make an appointment with the careers Practitioner at Rutherglen High School.

Rutherglen High School's Careers Teacher should be consulted for advice.

SCHOOL WORK PROGRAM

There is an opportunity for Unit 1 and 2 students to take up a work placement for 1 day a week for a negotiated period of time. There may be opportunities to do the work placement outside the normal school day.

The aims of the program are:

- * To provide opportunities for students to define career ideas.
- * To extend students network of contacts in an area of possible employment.
- * Increase the relevance of V.C.E. studies by completing some work requirements in the workplace.

SPECIAL PROVISION

Please consult a Senior Level Co-ordinator with any questions you may have concerning the information on Special Provision provided in this section.

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve learning outcomes, and in assessment to demonstrate their learning achievement.

The provisions are available to both VCE and VCAL students.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes of a study. Neither does Special Provision include the development of alternative courses of study nor standards of achievement that are different from those specified in VCE study designs.

FORMS OF SPECIAL PROVISION

- Student programs
- Special Examination Arrangements
- Derived Examination Score

STUDENT PROGRAMS

The purpose of Special Provision in student programs is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for Special Provision in Student Programs if, at any time, while studying for VCE, he/she is adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environment;
- Other serious cause;
- An impairment or disability, including learning disabilities.

The school is responsible for determining eligibility and the nature of the provisions provided.

SPECIAL EXAMINATION ARRANGEMENTS

The VCAA recognises that students with a disability/illness may require Special Examination arrangements to enable them to access the examination questions and communicate their response in a timed examination.

All Special Examination Arrangements for a student must be approved by the VCAA upon application from the school.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to complete the examination is adversely affected by:

- Significant Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Special Examination Arrangements may take the form of:

- Extra reading time
- Extra writing time
- Rest breaks
- Alternative format examination papers
- Permission to use special technological aids

- A reader and/or a scribe
- A clarifier
- Alternative examination venue

DERIVED EXAMINATION SCORE

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision.

The purpose of a DES is to ensure that a student's final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement he/she has demonstrated in his/her study over the year/semester.

Students are only eligible for a DES for a VCE examination if:

1. They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.
2. They experience the onset of an illness or the occurrence of an injury or personal trauma within two weeks before the actual exam.
3. They experience a serious intervening event in the period two days before or on the day of an examination.
4. They provide written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

A student applying for a DES must do so within seven days of their last exam in the particular examination period.

HONOURS POLICY

Honours are not awarded to students studying VCE Units 3 and 4, VET Units or VCAL Units.

STUDENTS WHO DRIVE THEMSELVES TO SCHOOL

Any student who intends to drive themselves to school at some stage, must obtain a 'Car Usage' form from the Senior School Coordinator. This form outlines the School's policy on students own car use and must be signed by both the student and a parent/guardian. In short this form states that any student who drives to school can bring to school or take from school any siblings who attend the school but **NO** other students.

VCE SPORT

VCE students are encouraged to maintain their health and fitness by continuing to be involved in the School's Sports program.

They have the opportunity to participate in interschool sport and are expected to participate in the Interhouse competitions.

VCE students also have the use of the community centre at lunchtime throughout the week.

VCE HOMEWORK EXPECTATIONS

Homework – this is work to be completed outside of formal class time. It may include the completion of unfinished class work, revision for tests and exams, or the completion of specific projects or tasks.

All Year 11 and 12 students are expected to do homework on a regular basis.

They should establish a regular pattern of homework and ensure they use their School Diary.

They should work steadily over the set period of time. They should start on the night the work is set.

They should list all Work Requirements and their due dates, and then plan their work to meet the due date.

The amount of time necessary for each student will vary. Subjects outline minimum requirements in the course description. On average students can be expected to complete up to 3 hours a day.

If you consider a student is doing excessive amount of homework, please contact the year level co-ordinator.

STUDENT EXPECTATIONS AND RESPONSIBILITIES

Senior students are treated as young adults at this school. They are given a number of privileges. With these privileges come a number of responsibilities and expectations.

The school expects the senior students to play a leadership role in the school, to set a good example to younger students and to act in a responsible, adult manner.

Some of the expectations of senior students include:

- Use the Senior Study Centre responsibly
- Maintain the locker area in a tidy manner
- Actively participate in all timetabled classes
- Use the extensive private study periods in an effective manner
- Complete at least 10 hours of home study per week
- Respect the rights of other students to learn
- Make the most of their educational opportunity
- Abide by normal school rules with regard to uniform, attendance (at least 80%), punctuality, motor car usage, lunch passes and leaving the school grounds during the school day.

We trust the senior students will grow and develop into fine young men and women and display levels of maturity and a social conscience expected of 16, 17 and 18 year old students.

VCAL

(Victorian Certificate of Applied Learning)

OVERVIEW: The Victorian Certificate of Applied Learning is a senior school certificate that is based on applied learning. This means that it is hands on learning and it aims to develop skills that will assist a student to get ready for further education training or employment. The main aim of the VCAL is to allow students to complete their secondary education and gain hands-on skills, which will help them move into gainful employment.

The VCAL has three levels – Foundation, Intermediate and Senior. Senior is the highest level and is aimed at students who demonstrate high personal motivation and an ability to work independently. Students would start at the level that best suits their skills and capabilities and allows them to proceed through the levels as they gain competency and skills.

The VCAL has been specifically designed to meet the needs of students in Year 11 and Year 12 who need a course based on practical experience.

CAREERS: Since starting VCAL at RHS in 2003 students have gained employment in many areas including Auto trades, Building trades, Engineering trades, Hospitality, Hair and Beauty, Nursing, Animal care industry, The Aged care industry and many more.

What types of subjects make up the VCAL?

Strand 1 - Literacy and Numeracy

The VCAL learning program must include Literacy and Numeracy. This may involve, for example, VCE English and Maths or actual VCAL Literacy and Numeracy units provided by Victorian Qualifications Authority.

Strand 2 - Industry specific skills

The VCAL learning program must include units of vocational training based on V.E.T. programs or an SBAT.

Strand 3 – Work related skills

The VCAL learning program may include part-time work, new apprenticeships, work experience and work placement and units in preparing for work such as occupational health and safety or job interview skills. Students will be required to complete 10 days of structured work placement each semester.

Strand 4 - Personal development skills

The VCAL learning program will include local and community based projects, voluntary work and structured activities to help develop self-confidence, personal organisation skills, teamwork and other skills important for life and work.

ASSESSMENT: Assessment is undertaken as an ongoing process which integrates the student's knowledge and skills with their practical application over a period of time. Evidence is collected through teacher observations, the written records of students work and through the collection of pictures, diagrams and models created by students.

To successfully complete a VCAL certificate at any level students must achieve 10 credits. These are achieved by successfully completing the learning outcomes in each unit or module.

The VCAL will give students the opportunity to approach their senior years of secondary education **knowing** that they are working towards a future that they are deciding whilst still at school.

Changes to VCE means that Students completing VCAL literacy and other VCAL subjects may also be entitled to a VCE certificate.

The above strands are pre-requisites in foundation intermediate and senior level VCAL. Subject choices should be made in consultation between student, parents, careers teacher and Senior School Co-ordinators.

An example of a VCAL Course may include:

- VCAL Numeracy or any VCE Maths units (compulsory)
- VCAL Literacy **OR** students could choose to do VCE English Units (compulsory)
- VCAL personal development skills (compulsory)
- VCAL work related skills. (compulsory) or VET Business Studies
- Design and Technology
- Work placement selected by the student.
- A VET course **OR** a school based new apprenticeship.

This type of course selection allows students some flexibility in their subject choices; however, the procuring of a work placement is extremely important.

To gain the VCAL, students **MUST** pass all of the learning outcomes within each subject area. VCAL demands that students demonstrate self management and personal motivation.

If you would like to complete your secondary education and gain valuable work skills, consider gaining the VCAL.

VET

VOCATIONAL EDUCATION AND TRAINING

VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students. This allows you to complete a nationally recognised Vocational Education and Training (V.E.T) qualification as well as the VCE/VCAL during Year 11 and 12.

Students do VET subjects to broaden their subject choice and gain another type of qualification.

Some VET modules are recognised as equivalent to VCE units 1 & 2 and 3 & 4. As long as you satisfactorily complete the whole program, these modules will form part of your VCE. They also contribute to VCAL.

Some VET courses have graded assessment tasks and students must sit the end of year exam. This gives the student a study score and contributes to their ATAR.

Rutherglen HS offers three VET subjects that add to their VCE results. These subjects are taught at School and require some training time at either Wodonga TAFE or GOTAFE in Wangaratta.

Most VET courses require you to complete work placement within the relevant industry.

VCE VET Studies in Engineering

VCE VET Hospitality

VET Business Studies [Cert II , a component of VCAL]

Students may also do external VET subjects through a TAFE. This may require the student to attend TAFE one day per week or complete the course 'On-line'. Examples of these include.

Cert II in Animal Studies

Cert III in Beauty Services

Cert II in Equine Industries

For a more comprehensive list of VET subjects see Mrs. Leverett or Mr. Dutneall.

ACCOUNTING UNITS 1 & 2

OVERVIEW: In this subject students are introduced to establishing a business and the financial management of a business. The student will be able to explain and apply the knowledge and skills necessary to set up a business, record and report data for a business and make sound financial decisions. The study of Accounting will enable students to develop their financial knowledge and skills.

CAREERS/PATHWAYS: This subject is recommended for those who may wish to operate their own business in the future or who have a desire to enter a TAFE or university course which has a business focus such as Accounting, Law, Finance, Economics, Management or Commerce.

NATURE OF WORK AND ASSESSMENT: The class work comprises completing set exercises, assignments and topic test that demonstrate the student's knowledge and understanding of the rules and concepts of accounting.

ICT: ICT is an essential tool in the operation of a small business. Students will learn how to use MYOB or Quickbooks to record and report financial data.

THE **VCAA handbook** sets out the following compulsory areas of study.

UNIT 1 OUTCOMES

Establishing and operating a service business

1. Going into business
2. Recording and reporting accounting data and information
3. Financial decision-making

UNIT 2 OUTCOMES

Accounting for a trading business

1. Recording and reporting accounting data and information
2. ICT in accounting
3. Evaluation of business performance

OTHER COURSE REQUIREMENTS:

Students will be required to purchase a textbook. It is strongly advised that students have access to a computer if studying Unit 2.

HOMEWORK:

Students will be required to revise and complete any unfinished class work out of class.

AGRICULTURE AND HORTICULTURE

UNITS 1 & 2

OVERVIEW: This subject provides opportunities for students to experience and understand these industries. It allows students to develop and apply theoretical knowledge and skills to real world businesses and practices. They will then apply this knowledge to design, develop and manage an agricultural/horticultural business as a project for part of this study. This unit also focuses on the analysis of production systems in terms of time, biological, social and economical factors. The subject is designed to develop students understanding of the operation and practices involved with sustainable ag/hort systems.

CAREER/PATHWAY: Agricultural scientists, farm manager, agronomist, manager in land care, irrigation services, wine maker, vineyard manager, food technologist, water policy adviser, business management, horticulturist, stock and station agent.

NATURE OF WORK/ASSESSMENT: Throughout the unit students will be required to contribute to discussions, complete research tasks, textbook activities, note taking and plan/run/manage a small ag/hort business. Assessment tasks for this unit are selected (by the teacher) from a case study analysis, data analysis, visual presentation, multimedia presentation, oral presentation, test and written response.

UNIT 1 OUTCOMES – THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

Area of study 1 – Elements of Australian Agriculture and Horticultural Operations

Elements that influence the location of agricultural and horticultural businesses and the scientific aspect of agricultural and horticultural systems

At the completion of this unit students should be able to describe and explain the range of elements, including the biological aspects, which make up agricultural and horticultural systems, and explain factors that influence the location of these systems.

Area of study 2 – Agricultural and Horticultural Operations

This unit allows students to work individually or in a group to plan and conduct a small business project involving the care of plants/animals, using resources and time available. They must develop a detailed operational plan for the small business.

At the completion of this unit students should be able to apply and explain management and production skills involved with operating a small agricultural and/or horticultural business project involving the care of living plants/animals.

UNIT 2 OUTCOMES – INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Area of study 1 – Biological Factors in Agriculture and Horticulture

Nutrition, reproduction and genetics in plants and animals and how these relate to ag/hort systems. The influence of biological factors and the roles of scientific research on production.

At the completion of this unit students should be able to explain the nutritive and reproductive process of plants and animals and their application to ag/hort systems.

Area of study 2 – Production Systems and Processes

This unit explores the roles of ag/hort businesses in adding value to products. Students business project is used to investigate and report on factors related to the production process, risk management and marketing.

On completion student should be able to review and report on the production process and marketing of a small business, how the business adds value to a product and manage risks.

OTHER COURSE REQUIRMENTS

Students will be required to run a small business. Some time will be given to monitor/assess the running of the business during class time, but the majority of the work will be required out of school hours.

HOMEWORK

Students will be expected to complete at least 2 hours homework each week. This will include reading, revision, completion of class work, running a small business and some assessment tasks.

ART

UNITS 1 & 2

OVERVIEW: This subject caters for students who enjoy and have skills in self expression and creating visual imagery. This can take the form of painting, drawing, photography, printmaking, sculpture, fashion, design, digital media and many more. Students have the capability to express themselves in visual terms showing imagination, creativity and innovation. Art acknowledges the value of originality and encourages students to be flexible, think analytically and solve problems.

CAREERS: Art provides access to a wide range of TAFE and University courses and is recommended for students who have an interest in Fine Arts, design, illustration, fashion, teaching, advertising, photography, film, theatre and television etc. This subject compliments the work done in VCD and Design and Technology.

NATURE OF WORK: Students create Practical folios that explore themes as well as areas of personal interest. Developmental sketches, trials and experiments are an important of this folio. Finished works are generated from these experiments.

In order to develop a greater understanding of Art students will study Artists and styles from Australia and overseas. They will produce written responses to works and research individual artists.

ICT: ICT is used extensively in Art both as a research tool as well as a medium in itself. Students explore rich inspiration to broaden their own folios as well as researching Artists through the internet.

Digital photography and manipulation of images in Photoshop, scanning and internet research are areas that students will use to generate images and present different visual solutions.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 & 2 OUTCOMES:

1. Folio.

- Exploration of techniques, materials and processes
- Create a broad range of experiments that explore ideas and themes
- Explore issues and areas of personal interest
- Generate folio of completed artworks

2. Response to Art.

- Demonstrate ability to discuss and interpret a variety of artworks Learn to
- interpret the meanings and messages in Art
- Gain an understanding of how an artwork may reflect the artist's interests, experiences and thinking

EXCURSIONS: Visit Art galleries in both Melbourne and regional areas. View 'Top Arts' and 'Top Designs' which showcase the best student folios from previous year.

HOMEWORK: 2 to 3 hours per week of research, experimenting, and working on final solutions. Additional studio time is available in the Art Centre after school.

BUSINESS MANAGEMENT

Units 1&2

OVERVIEW:

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

NATURE OF WORK/ASSESSMENT: The class work comprises of completing set exercises, assignments and topic tests that demonstrate student's knowledge and understanding of the rules and concepts of Business Management.

CAREER/PATHWAY: Some potential career paths include; Financial reporting, financial management, auditing, asset allocation, information management, taxation and human resources. ICT: To select appropriate hardware and software to meet small business needs; possible use of available technology such as data bases, spreadsheet, presentation software, Internet, podcasts, SMS, blogs, emerging technologies; uses of e-commerce.

Unit 1: Small business management

Outcome 1

On completion of this unit the student should be able to explain a set of generic business characteristics and apply them to a range of businesses.

Outcome 2

On completion of this unit the student should be able to apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.

Outcome 3

On completion of this unit the student should be able to discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Unit 2: Communication and management

Outcome 1

On completion of this unit the student should be able to explain, apply and justify a range of effective communication methods used in business related situations.

Outcome 2

On completion of this unit the student should be able to analyse effective marketing strategies and processes and apply these strategies and processes to business related situations.

Outcome 3

On completion of this unit the student should be able to apply public relations strategies to business related situations and analyse their effectiveness.

Assessment: Students will be required to complete a variety of tasks such as; class test, assignment, oral presentations and book work. Assessment of these tasks will be school based.

BIOLOGY UNITS UNITS 1 & 2

OVERVIEW: This subject provides students with the opportunity to study living things that survive in the many different habitats of our biosphere. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the connectedness of living things and their environment. Students will acquire knowledge and skills of inquiry that help them to examine issues that arise in their own lives and the wider community.

CAREERS: The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers.

Examples include Biochemistry, Biotechnology, Botany, Marine Biology, Environmental Science, Conservation, Science, Ecology, Agriculture, Animal Technician, Food Science and Nutrition, Forensic Science, Forestry, Medicine, Microbiology, Sports Science, and Zoology.

NATURE OF WORK: Students will be set chapter questions that will require them to show that they have attained key knowledge. Practical classes will support students to improve their confidence when using scientific equipment and develop key investigative skills. Students will be expected to participate in class discussions and oral presentations. An end of unit exam will provide one aspect of the assessment.

ICT: Students will use the Internet to research information and new technologies. They will present a Power Point on the Specialization of cells. The Digital microscope will be used to observe cells and organisms.

AREAS OF STUDY:

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 OUTCOMES

1. Cells in action
2. Functioning of organisms

UNIT 2 OUTCOMES

1. Adaptations of organisms
2. Dynamic ecosystems

EXCURSIONS: Students will travel to Melbourne Zoo or Kyabram Fauna Park to study reproductive behavior and strategies. There will also be a Unit 2 camp to study Australian ecosystems.

HOMEWORK: At least 2 hours per week for chapter and review questions, practical reports and test/exam revision.

CHEMISTRY

UNITS 1 & 2

OVERVIEW: This subject provides students with the opportunity to further develop their knowledge of the Periodic table and its historical development. It will also provide a look at atoms, their structure, how amounts of atoms are measured as well as how atoms bond to each other.

This subject also looks at the chemical properties of water, gases in the atmosphere and some simple organic chemicals.

CAREERS / PATHWAYS: Chemistry is part of many careers including agriculture, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

NATURE OF WORK / ASSESSMENT: Students will be set questions, assignments, practical reports and topic tests that will allow them to demonstrate their knowledge of the concepts that have been taught. They will also be set an exam at the end of each Unit that will allow each student to show their overall understanding of the topics taught throughout the unit as well as give them valuable practice for Unit 3 & 4 exams.

ICT: Students will be expected to research using ICT as well as present reports that may require the use of PowerPoint, Excel and Word.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 OUTCOMES:

1. On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.
2. On completion of this unit the student should be able to use models of structure and bonding to explain the properties and applications of materials.

UNIT 2 OUTCOMES:

1. On completion of this unit the student should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
2. On completion of this unit the student should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

OTHER COURSE REQUIREMENTS: Students may be expected to go on an excursion to a local Tertiary Institution. Students studying this subject will be expected to have a scientific calculator.

HOMEWORK: At least 2 hours per week completing set questions and assessment tasks as well as revising completed work for topic tests and end of unit exams.

PRODUCT DESIGN AND TECHNOLOGY
UNITS 1 & 2

OVERVIEW: This study is designed to enable students to understand the design process and product development. Students are encouraged to develop thinking and practical skills to enable creative problem solving. They will work through the design process to develop a design folio based on a design brief, develop research and analytical skills that will enable them to design and produce quality items. Students work with a variety of materials such as wood, metal, plastics, glass and textiles and learn to use a range of tools, equipment and machinery in a safe, competent manner.

UNIT 1 OUTCOME:

Materials Processes and Design

1. On completion of the unit the students should be able to describe the methods used by designers to design products. They will then apply similar processes to develop their own design folio.
2. On completion of the unit the student should be able to use and evaluate materials, tools, equipment and processes to make a product related to Outcome 1.

Areas of Study

1. Redesigning an existing product
2. Producing and evaluating a redesigned product

UNIT 2 OUTCOMES

Parameters of Design

1. ***On completion of the unit the student should be able to individually and as a member of a team, identify design problems and issues, develop a design brief, undertake appropriate research, develop design options and compile a design folio.***
2. On completion of the unit the student should be able to use and evaluate material, equipment and process to make a product related to outcome 1. Students will be required to work tools both individually and as a member of a team.

AREAS OF STUDY

1. Designing as a team
2. Producing and evaluating a collaboratively designed product

ASSESSMENT

Units 1&2 - School Assessed Coursework

EXCURSIONS AND OTHER EXPENSES

Excursion to Melbourne to view "Top Designs" and Ikea Furniture.

Students will be required to meet the cost of materials used in completing practical tasks.

ECONOMICS

UNITS 1 & 2

OVERVIEW: Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. VCE Economics also helps students to be more informed citizens, consumers, workers, voters, producers, savers and investors.

CAREERS: Studying economics will develop skills such as: communications, writing, and analysis; as well as important skills like numeracy and business acumen. Career possibilities are diverse and include: teaching, law, journalism; management, advertising, marketing, financial advisers, human resource managers, insurance and taxation agents, and public service consultants.

NATURE OF WORK: Students use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which will assist them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

Assessment tasks may include the following: an analysis of written, visual and statistical evidence; a folio of applied economic exercises; problem-solving tasks; a folio of annotated media commentaries; a report of an investigation; case studies; an essay; a presentation (oral, multimedia, visual); a web page; economic simulation activities; a test.

UNIT 1 OUTCOMES – Economics: choices and consequences

1. A market system: explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
2. Economic issues: describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

UNIT 2 OUTCOMES – Economic change: issues and challenges

1. Populations, employment and change: describe the factors that influence Australia's population and labour markets, and analyse how changes in these areas may impact upon living standards.
2. Global economic decisions: describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

EXCURSIONS:

HOMEWORK: This will include 2-3 hours per week.

ENGLISH UNITS 1 & 2

OVERVIEW: This subject focuses on the reading of a range of texts, the development of writing skills and the use of a variety of oral language skills.

CAREERS: English is a compulsory pre-requisite for a range of TAFE and University courses.

NATURE OF WORK: Students will identify and discuss ideas, themes and issues in set texts, and construct responses. Students will develop effective communication skills in writing taking into account context, purpose and audience. Students will explore ideas and issues orally giving considered reasons for a point of view and listening actively to the views of others.

ICT: ICT will be used for writing essays and researching topics for discussion and orals. The VCAA handbook sets out the following compulsory areas of study:-

UNIT 1 & 2 OUTCOMES:

1. Reading and the study of texts: encourages the development of responses to text print, visual and oral.
2. The craft of writing: for different purposes and audiences and in a variety of forms.
3. Effective oral communication: to interact positively, critically and confidently in familiar settings, achieving a variety of purposes in oral presentation and interaction and developing an understanding of the power of oral communication.

EXCURSIONS: Students may visit a live production of a play or a film or lectures. Also students will be required to purchase individual texts.

HOMEWORK: 3 hours per week of reading texts, completing class work, writing essays, preparing for assessment tasks and revision.

FOOD AND TECHNOLOGY UNITS 1 & 2

COURSE DESCRIPTION: In this subject students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. The students also look at the classification of foods, their properties, different cooking methods and how food changes with different preparation, processing and cooking techniques. Students will have the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations.

CAREERS/PATHWAYS: This subject is recommended for students who have a desire to enter TAFE or University courses with a food focus such as Hospitality, Food Technology and Dietetics. Food & Technology is also very applicable to students who have a passion to work with food.

NATURE OF WORK/ASSESSMENT: Students will complete both practical and theoretical work. They will work independently and as a member of a team to produce products as well as research and implement solutions to a design brief. The emphasis is on the development of practical skills complemented by the associated theory. Students will be assessed using a variety of tasks, including production work, tests, short written reports and oral reports

ICT: In this subject ICT is used for research and for presentation of written work.

THE VCAA handbook sets out the following compulsory areas of study.

UNIT 1: AREAS OF STUDY

1. Keeping food safe: This looks at how to prepare food hygienically to prevent spoilage and food poisoning, and the principles of working safely when preparing food.
2. Food properties and preparation: This looks at the classification of foods and explores the physical, sensory and chemical properties of key foods.

UNIT 2: AREAS OF STUDY

1. Tools, equipment, preparation and processing: This looks at the various methods used in the preparation, processing, cooking and presentation of foods for best results. Students examine tools and equipment including the latest technological developments
2. Planning and preparing meals: This looks at the effect of social and cultural influences have when preparing meals, and prepare foods to suit specific nutritional needs.

OTHER COURSE REQUIREMENTS: Students will be required to purchase a textbook. The cost of food used during these units is to be met by the student through subject levies.

HOMEWORK: 2 -3 hours per week of research, revision and completing incomplete work.

FRENCH
UNITS 1& 2

COURSE DESCRIPTION: The study of French develops students' ability to understand and use a language which is widely learned internationally and provides access to the culture of French speaking communities around the world. The study is also designed to enable students to understand language as a system, make connections between French and English, and/or other languages and apply French to work, further study, training and leisure.

UNIT 1 OUTCOMES and ASSESSMENTS

1. Personal World: eg; personal details, relationships with family and friends, daily life, making arrangements, free time and leisure activities and future aspirations.
2. Lifestyles: eg; lifestyles in France and francophone countries, tourism and travel.
3. Social issues: Modern youth, immigration and environmental issues.

Outcomes:

1. Begin and maintain a spoken or written exchange related to personal areas of experience. Reply to a personal letter/fax/e-mail or informal conversation.
2. Listen to, read and obtain information from written and spoken texts. (eg; extracts, advertisements, letters, conversations, interviews) to obtain information to complete notes in French and English.
3. Produce personal response to a text focusing on real or imaginary experience- Oral presentation

UNIT 2 OUTCOMES and ASSESSMENTS

1. Education and aspirations: eg; student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways, Curriculum Vitae.
2. The world of work: eg; people at work, different types of work, vocational pathways, unemployment.
3. Historical perspectives: eg; the influence of the past on the present, famous people and historical turning points, traditions and customs.

Outcomes:

1. Participate in a spoken or written exchange related to making arrangements and completing transactions. Interview or role-play.
2. Listen to, read and obtain information from written and spoken texts. (eg; extracts, advertisements, letters, conversations, interviews) and re-organise information and ideas in a different text type.
3. Give expression to real or imaginary experience in written or spoken form. Short story or personal account or journal entry

HOMEWORK: Completion of class work and coursework, Grammar exercises and revision for tests. Approximate time per week: 2 ½ hours

EXCURSIONS: Excursions may include French immersion at Camberwell Primary School, 2013 French Film Festival and French Food Safari. Possible French Study Tour in 2014 to experience and nurture French. Participate in sister school program with French school and/or Victorian Schools for cultural exchange experience and nurture French skills (speaking and listening).

GEOGRAPHY UNITS:

UNITS 1 & 2

OVERVIEW: Geography is the study of where geographical features are located, why they are there, what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes to develop understanding of the distribution of human and natural phenomena. This study design focuses on the following spatial concepts: location, scale, distance, distribution, region and movement, spatial change over time, spatial association and spatial interaction. These spatial concepts are all interconnected and, to some degree, overlap.

CAREER/PATHWAYS: Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Some career pathways linked to the study in this field are; cartography, environmental management, librarian, education, information science, urban planning, community development, writer/researcher, climatology, GIS specialist.

NATURE OF WORK/ASSESSMENT: Successful completion of Units 1 and 2 will be based on the student's satisfactory completion of a selection of school based assessment tasks. These may include; multimedia/oral presentations; essay/written response tasks and a detailed study. One task must include a field work component.

Within these tasks, students will demonstrate the following key skills; recording and reporting on data collected in the field; data processing, analysis and presentation; collect, sort, process and represent spatial data related to the formation of natural environments using geographic techniques and media, such as fieldwork data; identifying and describe the geographic characteristics of selected natural environments in different locations at two different scales; analysing and explain data about the geographic characteristics of natural environment produced by the interaction of natural processes.

ICT: Student forums, podcasting, internet based research, GIS software programming tools, data collection, analysis/presentation, multimodal presentations

The VCAA handbook sets out the following compulsory areas of study.

Unit 1: Outcome: Natural environments:

This unit investigates the geographic characteristics of at least two natural environments and explores how they are developed by natural processes and can change due to human activities.

Unit 2: Outcome: Human environments:

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments.

Other Course Requirements:

Students will be required to purchase a text book.

Homework: It is an expectation that students complete 2-3 hours home work/study each week.

HISTORY - 20TH CENTURY HISTORY 1900 - 1945 UNITS 1 & 2

OVERVIEW: History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. It seeks to extend students' cultural, economic, social and political understanding.

CAREERS/PATHWAY: VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society. Some of the career opportunities and fields of work linked to the study of History are; law, journalism, writer/editor, business sector, education, research work, archaeology, curator, government services.

NATURE OF WORK/ASSESSMENT: *Outcomes in Units 1 and 2 are based on the student's performance in three Areas of Study within each Unit.*

These school assessed tasks can take the form of; analytical exercises; annotated maps; short reports; essays; oral presentations; multimedia presentations; film reviews; biographical studies; tests; responses to literature. **Key skills** : Students will demonstrate the ability to; locate and select relevant sources; compare and annotate maps, analyse written and visual evidence; use key concepts relevant to the selected historical conflict; synthesise evidence to draw conclusions; present historical material using conventions such as quotations, footnotes and a bibliography.

ICT: Internet research and multimodal presentations, creating podcasts, access to school subscription of vcehistory.info to; participate in student forums, webcasts of history lectures, providing access to archives for research analysis.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1: Outcomes: Twentieth century history 1900 – 1945

This unit explores the significant changes caused by modernisation and world conflict.

Area Study 1: Crisis and Conflict - This focuses on the emergence of Hitler's National Socialism in response to the effects of WWI and a world depression upon Germany.

Area Study 2: Social Life - This focuses upon the impact of National Socialism upon German people's way of life.

Area Study 3: Cultural Expression - This focuses up the various innovations and changes to cultural expression associated with the turmoil of the early twentieth century. eg. The work of writers, artists, musicians, film makers,

UNIT 2: Twentieth century history 1945 – 2000

This unit explores the fundamental developments that enable us to understand world interactions today.

Area Study 1: Ideas and political power - This focuses upon the impact of the Cold War upon International Relations.

Area Study 2: Movements of the people - This focuses upon mass movements that challenged existing power structures.

Area Study 3: Issues for the millennium - This focuses upon issues faced by our world arising from political, economic and/or technological change.

HOMEWORK: Students are expected to complete 2 hours of home work/study per week.

INFORMATION TECHNOLOGY

UNITS 1 & 2

OVERVIEW: These units focus on how individuals and organisations use, and can be affected by information and communications technology (ICT). Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

CAREERS: The study of Information Technology may provide pathways to further studies in IT and to careers in

ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

NATURE OF WORK / ASSESSMENT: Students use a problem solving methodology and available software packages to create solutions to a variety of scenarios. Students should be prepared for extensive designing, on paper, of their solution before creating it on the computer.

Unit 1:

AOS 1: From Data to Information

Outcome 1: Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

AOS 2: Networks

Outcome 2: Recommend a networked information system for a specific use and explain possible security threats to this networked information system.

AOS 3: ICT in a global society

Outcome 3: Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team's point of view.

Unit 2:

AOS 1: Data analysis and visualisation

Outcome 1: Apply the problem solving methodology and use appropriate software tools to create data visualisations that meet users' needs.

AOS 2: Programming and pathways

Outcome 2: Design and develop a solution, using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

AOS 3: Tools, Techniques and Procedures

Outcome 3: Work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

EXCURSIONS / COSTS: Students will need a memory stick, at least 1G for backing up of data and transfer of work.

HOMEWORK: Students will be expected to read their text, answer the questions from the text, practice their skills using the appropriate software and complete the online tests. The time frame to do this will vary but students should aim for 2 hours per week of homework / study.

GENERAL MATHEMATICS UNITS 1 & 2

OVERVIEW: This course of study caters for a broad range of students who may either wish to undertake General Maths Units 1 and 2 in Year 11 only, or continue on with Further Maths at the Unit 3 and 4 Level. As well as Data Analysis and Statistics, a selection of 3 from 5 study areas will be covered.

CAREERS AND PATHWAYS: This subject is recommended for students wishing to pursue a career in psychology, business management or those wishing to study the mathematics used in everyday life. Further Maths Unit 3&4 in Year 12 can contribute towards the calculation of an ATAR score for further study.

NATURE OF WORK AND ASSESSMENT: Assessment will be based from a range of the following: Assignments, Tests, projects, modelling tasks, use of technology (in particular the CAS graphics calculator), Mid Year and Final Year exams.

ICT: Developing competent use of the CASIO Class Pad Calculator

The VCAA handbook sets out the following areas of study:

UNITS 1 and 2 will cover 4 from the following 6 Areas of study.

Arithmetic: Covers applications of arithmetic involving natural numbers, integers, rational numbers, real numbers, and complex numbers, matrices, and sequences and series.

Data Analysis: Covers the display, summary and interpretation of univariate and bivariate data and the design, construction and evaluation of probability simulation models.

Algebra: Covers linear and non-linear relations, equations, algebra and logic.

Graphs of Linear and Non-Linear Relations: Covers sketching and interpretation of linear and non-linear graphs, and graphical modelling.

Decision and business mathematics: Covers definitions and applications of undirected graphs, linear programming and financial arithmetic.

Geometry and Trigonometry: Covers shape and measurement coordinate geometry, trigonometry, vectors and geometry in two dimensions and 3 dimensions.

OTHER COURSE REQUIREMENTS: Students studying this subject are required to purchase a CAS graphics calculator from the school for approximately \$180.00 and a text book.

HOMEWORK/PRIVATE STUDY: 2 – 3 hours per week of homework and private study is required.

MATHEMATICAL METHODS CAS UNITS 1 AND 2

OVERVIEW: This course of study is designed as preparation for Mathematical Methods CAS Units 3 and 4. It is suitable for students who are seeking employment or entrance to University courses at the completion of Year 12 where Mathematics CAS is a pre-requisite. An integral part of this course involves students using the CAS Graphics Calculator to solve complex mathematical problems.

CAREERS AND PATHWAYS:

Mathematical Methods CAS is used for employment and tertiary courses such as Science, Engineering, Medicine and Economics.

NATURE OF WORK AND ASSESSMENT:

Demonstration of achievement of Outcomes 1, 2 and 3 will be assessed from a range of the following tasks:

Assignments, Projects, Topic Tests, Competent application of the CAS Graphics Calculator, Mid Year and Final Year Exams.

The VCAA handbook sets out the following areas of study:

UNIT 1

Linear and Quadratic Functions
Polynomials and Cubic Graphs
Functions and Relations
Rates of Change
Probability

UNIT 2

Trigonometric Functions
Differentiation
Antidifferentiation
Kinematics
Permutations and Combinations

ICT –:Developing competent use of the CASIO Class Pad Calculator.

OTHER COURSE REQUIREMENTS: Students studying this subject are required to purchase a CAS graphics calculator from the school for approximately \$180.00 and a text book.

HOMEWORK/PRIVATE STUDY: 2 – 3 hours per week minimum of homework, completing set work and study for tests and exams is required.

INTRODUCTION TO SPECIALIST MATHEMATICS

UNITS 1 & 2

OVERVIEW: This course of study is designed as preparation for Specialist mathematics Units 3 and 4. This course must be taken in conjunction with Mathematical Methods CAS Units 1 and 2. It is suitable for students who are seeking employment or entrance to university courses at the completion of Year 12 where Specialist mathematics is a pre-requisite.

CAREERS AND PATHWAYS: **Specialist mathematics is used for employment and tertiary courses such as some Sciences, Engineering and Medicine.**

AREAS OF STUDY

Unit 1

1. Matrices
2. Number Systems
3. Complex Numbers
4. Non Linear Equations
5. Non Linear Graphs

Unit 2

1. Variation
2. Kinematics
3. Geometry
4. Vectors
5. Trigonometry

NATURE OF WORK AND ASSESSMENT

Demonstration of achievement of Outcomes 1, 2 and 3 will be assessed from a range of the following tasks:

- Projects
- Problem solving tasks
- Modelling tasks
- Short answer / extended response assignments
- Written tests
- Exams

Unit 1

1. Applications of arithmetic involving natural numbers, integers, rational numbers, real numbers and complex numbers and matrices.
2. Sketching and interpretation of Linear and non-linear relations and equations and algebra.

Unit 2

1. Shape and measurement, coordinate geometry, trigonometry, vectors and geometry in two dimensions and three dimensions.
2. Sketching and interpretation of variation and a numerical and graphical approach to rectilinear motion.

ICT: Competent use of the Casio Class Pad Calculator

OTHER COURSE REQUIREMENTS: Students studying this subject are required to purchase a CAS graphics calculator from the school for approximately \$180.00 and a Textbook.

HOMEWORK: Students are expected to complete two to three hours of homework per week. This includes assessed and non assessed coursework such as completing set exercises, chapter review questions and revision for topics covered in each unit.

Where do these subjects lead to?

Unit 3 & 4 Further Mathematics: Used for employment and general tertiary entrance.

Unit 3 & 4 Mathematical Methods (CAS): Used for employment, and tertiary courses such as Science, Medicine, Economics.

Unit 3 & 4 Specialist Mathematics: Used for employment but specifically for specialist tertiary courses such as Engineering and Science where pre-requisites require the study of two mathematics subjects at the Year 12 level.

Types of unit choices made at Rutherglen are:

Year 11		Year 12
VCAL Numeracy		VCAL Numeracy
General Mathematics 1 & 2	→	Further Mathematics 3 & 4
Mathematical Methods 1 & 2 (CAS)	↗ →	<u>or</u> Mathematical Methods CAS 3 & 4
Introduction to Specialist Mathematics 1 & 2	→	Mathematical Methods CAS 3 & 4
<u>and</u> Mathematical Methods 1 & 2 (CAS)	↗	
Introduction to Specialist Mathematics 1 & 2	→	Specialist Mathematics 3 & 4
<u>and</u> Mathematical Methods 1 & 2 (CAS)	→	<u>and</u> Mathematical Methods CAS 3 & 4

We advise students to discuss their course selections for mathematics with their subject teachers.

HOMEWORK: Completion of homework is of great importance in mathematics. It will be expected that all students spend sufficient time out of class on a regular basis completing exercises and assignments, and revising their work. This should average out at between two and three hours per week. Students are also expected to see teachers in their private study.

LEGAL STUDIES UNITS 1 & 2

OVERVIEW: VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students examine the processes of law-making, dispute resolution and the administration of justice in Australia. There are opportunities to apply legal reasoning and decision-making to contemporary cases and issues and make comparisons with international structures and procedures. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are fostered.

CAREERS: Legal studies will benefit those who wish to develop their analytical and critical thinking skills whilst learning very practical general knowledge about the legal system that affects all Australian citizens. It will be very useful for those who wish to pursue a career in the following areas: justice system roles such as a police officer, lawyer or court registrar; social work; youth and corrective service workers; roles in crime prevention research and policy making; community education; and public service roles such as policy development.

NATURE OF WORK: Students develop an ability to identify, collect and process information from a range of sources. There is an emphasis on key skills, particularly those relating to interpretation, analysis, application, research, evaluation, and comparison. A variety of assessment tasks to cater for different learning styles will be set. These will be selected from the following: structured assignment, essay, mock court or role play, folio and report, case study, test and/or report (written, visual, oral or multi-media).

UNIT 1 OUTCOMES – Criminal Law in Action

1. Law in Society: explain the need for effective laws and describe the main sources and types of law in society.
2. Criminal Law: explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
3. The Criminal Courtroom: describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

UNIT 2 OUTCOMES – Issues in Civil Law

1. Civil law: explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. The civil law in action: explain and evaluate the processes for the resolution of civil disputes.
3. The law in focus: explain one or more area/s of civil law, and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law.
4. A question of rights: describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

Other Course Requirements:

Students will be required to purchase a text book.

EXCURSIONS: Students will attend the local Magistrates Court and possibly the Supreme Court in Melbourne.

HOMEWORK: This will include 2-3 hours per week.

LITERATURE UNITS 1&2

OVERVIEW: This subject enables students to explore the use of language in various kinds of texts and the ways in which readers respond to and interpret them.

CAREERS: This subject is recommended for students who have a desire to enter TAFE or university courses such as Arts, Creative Writing, Journalism, Professional Writing and Editing, Public Relations, Personal Assistants.

NATURE OF WORK: Students explore the language, themes and ideas in 3 texts and the ways in which literature interprets personal, social and cultural experiences.

ICT: Students will use computers to write essays and for research.

The VCAA handbook sets out the following compulsory areas of study:-

UNIT 1 & 2 OUTCOMES:

1. Students should be able to analyse the development of their own response to and interpretation of one or more literary texts.
2. Students should be able to analyse and respond both creatively and critically to the ways in which a text produced in an earlier historical period reflects or comments on the concerns and idea of individuals and particular groups at that time.
3. Students should be able to analyse the construction of a film, television or multimedia text and comment on the ways in which it presents an interpretation of ideas and experiences.

EXCURSIONS: Purchase of texts as required. It may be appropriate to visit a live production of a play.

HOMEWORK: 3 hours per week of reading texts, class work preparation and completion, regular revision of notes.

MUSIC

UNITS 1 & 2

OVERVIEW: This subject provides students with the opportunity to further their knowledge and skills in the areas of music performance, theory, listening and composition.

CAREERS: This subject is recommended for students who have a desire to enter TAFE or University Music courses. It also provides an opportunity to develop the knowledge and skills needed to work as a professional musician or composer.

NATURE OF WORK: This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

ICT: Students will make use of software such as Garageband and Sibelius for composition and notation work. Websites activities are also used frequently for developing aural skills. Students will use the Internet for research and print music sourcing.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 OUTCOMES

1. **Performance**
On completion of this unit the student should be able to prepare and perform a practiced program of group and solo works.
2. **Performance Technique**
On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. **Musicianship**
On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe elements of music, and describe ways in which expressive elements of music may be interpreted.

UNIT 2 OUTCOMES

1. **Performance**
As per Unit 1
2. **Performance Technique**
As per Unit 1
3. **Musicianship**
As per Unit 1
4. **Organisation of Sound**
On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

HOMEWORK: Students are expected to be receiving instrumental or vocal lessons and maintaining a regular routine of effective practice. This combined with aural training and assignment work will require at least 2 – 3 hours per week.

HEALTH & HUMAN DEVELOPMENT UNITS 1 & 2

OVERVIEW: This subject introduces students to the concept of health and individual human development. It focuses on the health and individual human development of all Australians. The content covers information on the health status of Australians, including common illnesses and diseases along with issues and determinants that may impact on the health and individual human development of a person. Students are also given the opportunity to increase their understanding of the current Australian health system.

CAREER/PATHWAY: This subject is recommended for students who have the desire to enter TAFE or complete a University course in areas such as Childcare, Nursing, Teaching, Coaching, Nutrition, Beauty Therapy, Physiotherapy, Chiropractic and many other allied health or working with people related jobs/careers. It is also recommended for those students that have a keen interest in improving their understanding of their own Health and Human Development.

NATURE OF WORK/ASSESSMENT: Throughout the unit students will be required to contribute to discussions, complete research tasks, textbook activities, note taking and experience looking after a simulation baby. Assessment tasks for this unit are selected (by the teacher) from a case study analysis, data analysis, visual presentation, multimedia presentation, oral presentation, blog, test and written response. It will also include an exam at the end of each semester.

UNIT 1 OUTCOMES – THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

Area of study 1 - Understanding health and development

Concepts of health and individual human development

Area of study 2 – Youth health and development

Changes associated with the developmental stage of youth, health status, determinants, nutrition and food behaviours

Area of study 3 – Health issues for Australia’s youth.

Health issues relevant to youth including mental health, asthma, diabetes, weight issues, injury, tobacco smoking, alcohol use, illicit substance use, sun protection, sexual and reproductive health, food allergies, homelessness and cyber-safety

UNIT 2 OUTCOMES – INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Area of study 1 – The Health and Development of Australia’s Children

Changes associated with the developmental stage of childhood, health status and determinants

Area of study 2 – Adult health and development

Changes associated with the developmental stage of adulthood, health status and determinants

Area of study 3 – Health Issues

Australia’s health care system and the issues that are having an impact on it’s success including human rights and ethics, medical technology, complementary/alternative health services, environmental health, provision of rural health services and the ageing population

OTHER COURSE REQUIRMENTS: Students will be required to purchase a textbook and possibly attend an excursion to a local Blood Bank.

HOMEWORK: Students will be expected to complete at least 2 hours homework each week. This will include reading, revision, completion of class work and some assessment tasks.

PHYSICAL EDUCATION UNITS 1 & 2

OVERVIEW: In this unit students explore how the body systems (eg. energy, musculoskeletal, circulatory, respiratory) work together to produce movement and analyse this motion using biomechanical principles. They will also look at the effectiveness of specific coaching techniques and characteristics along with differences amongst learners of all abilities. Students will gain a greater understanding of the importance of physical activity and the role it plays in the health and wellbeing of the population.

CAREER/PATHWAY: This subject is recommended for students who have the desire to enter TAFE or complete a University course in areas such as Teaching, Coaching, Personal Training, Biomechanics, Physiotherapy, Chiropractic and many other allied health jobs/careers. It is also recommended for those students that have a keen interest in improving their understanding of how their bodies work and perhaps wish to further their own sporting endeavours.

NATURE OF WORK/ASSESSMENT: Throughout the unit students will be required to contribute to discussions, complete research tasks, textbook activities, note-taking and participate in practical sessions. Assessment tasks for this unit are selected (by the teacher) from a practical laboratory report, case study analysis, data analysis, reflective diary/folio of participation in practical activities, visual presentation, multimedia presentation, oral presentation, a physical simulation or model, test and written response. It will also include an exam at the end of each semester.

UNIT 1 OUTCOMES –BODIES IN MOTION

Area of study 1 – Body systems and human movement

Systems of the human body and how they translate into movement.

Area of study 2 – Biomechanical movement principles

Biomechanical principles underpinning physical activity and sport including Newton's Laws of motion, transfer of momentum, impulse, projectile motion, angular motion, elasticity and levers.

Area of study 3 – Technological advancements from a biomechanical perspective OR Injury prevention and rehabilitation

Changes that have been made to sporting techniques and equipment in relation to performance enhancements based on biomechanical principles OR sports injury risk management strategies and rehabilitation practices.

UNIT 2 OUTCOMES – SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

Area of study 1 – Effective Coaching Practices

Roles and responsibilities of a coach, coaching pathways and accreditation.

Area of study 2 – Physically Active Lifestyles

Physical activity options in the community, National Physical Activity Guidelines, health benefits of physical activity and health consequences of physical inactivity.

Area of study 3 – Decision Making in Sport OR Promoting Active Living

Games and sport categories and strategies and tactics within game situations OR promotion of physical activity in a variety of settings.

OTHER COURSE REQUIRMENTS: Students will be required to purchase a textbook. This unit is predominately theory based however does include practical sessions for students to apply the theoretical components. Therefore students will be required to have the correct RHS PE uniform for these practical sessions.

HOMEWORK: Students will be expected to complete at least 2 hours homework each week. This will include reading, revision, completion of class work and some assessment tasks.

PSYCHOLOGY UNITS 1 & 2

OVERVIEW: This subject introduces students to the scientific study of Psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour.

CAREER PATHWAYS: The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

NATURE OF WORK/ASSESSMENT: Assessment tasks are designed to ensure students have demonstrated achievement of the outcomes and may include: structured questions, empirical research assignments, multimedia presentations, annotated posters and an end-of-year exam.

ICT: Internet research will be essential for research assignments. Powerpoint will be used for multimedia presentations.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 OUTCOMES:

1. What is Psychology?
Explain how Psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.
2. Lifespan Psychology.
Outline the key developmental stages in perception, cognition and understanding of self and describe the main developmental theories on these areas. Mental Illnesses are also investigated with respect to its nature and incidence in the population across the lifespan.

UNIT 2 OUTCOMES:

1. Interpersonal and group behaviour:
Describe pro and anti social behaviour and group influence on behaviour.
2. Social Attitudes:
Describe attitude formation and factors that affect prejudice.
3. Intelligence and Personality:
Investigating and evaluating the approaches to describing and measuring intelligence and personality.

EXCURSIONS: Students will travel to Melbourne to visit the Cunningham Dax collection and Melbourne Museum as part of the Mental Illness topic.

HOMEWORK: 2 – 3 hours per week of readings, structured questions and revision.

PHYSICS

UNITS 1 & 2

OVERVIEW: Physics is a science subject that allows the student to explore the physical world. It is taught through a contextual approach to ensure students appreciate the relevance of physics to their everyday experiences of the physical, technological and social environments. Students learn about physics through experiments, research, application problems, use of technology and discussion.

CAREERS AND PATHWAYS: Units 1 and 2 of the Physics study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities. The nationally agreed employability skills are: Communication, Planning and organising, Teamwork, Problem solving, Self-management, Initiative and enterprise, Technology and Learning.

AREAS OF STUDY:

Unit 1:

1. Nuclear and Radioactivity Physics
2. Electricity
3. A detailed study: Select one of Astronomy, Medical Physics, Energy from the Nucleus, Astrophysics, Aerospace or alternative energy sources

Unit 2:

1. Motion
2. Wave-like properties of Light
3. A detailed study: Select one of Astronomy, Medical Physics, Energy from the Nucleus, Astrophysics, Aerospace or alternative energy sources

NATURE OF WORK AND ASSESSMENT: Assessment tasks for this unit to ensure students have demonstrated achievement of the outcomes are:

- short reports, oral, poster or multimedia presentations
- preparation of web pages, response to media articles
- practical work, including written reports
- Short answer / extended response assignments
- Written tests

OTHER COURSE REQUIREMENTS:

Unit 1:

1. Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.
2. Apply a basic DC circuit model to simple battery-operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

Unit 2:

1. On completion of this unit the student should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. Describe a wave model of energy transfer and apply it to light phenomena.

HOMEWORK: Students are expected to complete two to three hours of homework per week. This includes assessed and non assessed coursework such as completing set exercises, chapter review questions and revision for each area of study.

VISUAL COMMUNICATION AND DESIGN

UNITS 1 & 2

OVERVIEW: This subject provides students with the opportunity to learn and develop skills in design and creating visual solutions. The fields of architecture, advertising and marketing, multimedia, engineering, fashion, product design are presented to the students as a focus for creative visual design. Drawing, photography, market research, designing, computer graphics are skills that are enhanced.

CAREERS: This subject is recommended for students who have a desire to enter TAFE or University design courses such as Graphic Design Architecture, Landscape Design, Photography, Advertising, Event Promotion, Fashion, Furniture, Cartography, Engineering and Design.

NATURE OF WORK: Students will be set assignment work that will require them to show that they have attained key knowledge and developed key skills through individual design solutions. They will develop their work using the Design Process and with the needs and influence of a client and intended audience. Drawing, both instrumental and freehand form a vital part of the generation of design ideas. The significant part of the course is the practical application of skills. Research and theory is necessary to the understanding of these processes and systems.

ICT: Photoshop®, InDesign® and Google Sketch-up® are the main programs that students will learn and use in the generation of their images. Digital photography, scanning, Web research are essential components of generating imagery and visual solutions.

The VCAA handbook sets out the following compulsory areas of study.

UNIT 1 : Introduction to visual communication and design

OUTCOMES:

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2 : Applications of visual communication design

OUTCOMES:

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief

EXCURSIONS: Students will travel to Melbourne for the 'Top Designs' exhibition as well as visiting other galleries and/or exhibitions.

HOMEWORK: 2 – 3 hours per week of research, drawing and working on design options and solutions.

VCAL NUMERACY

YEAR 11

OVERVIEW: VCAL Numeracy studies are designed to develop the everyday numeracy skills needed to function in society. In particular design, measurement using graphical information, money, time and travel.

CAREERS AND PATHWAYS: The curriculum is based on developing the student's skills to facilitate the practical application of maths at home, work and in the community. It is aimed particularly (but not exclusively) for students seeking employment through apprenticeships. It is **not** suitable as a mathematics subject for use as an ATAR score for entrance to University.

NATURE OF WORK

The following areas of study are conducted across the whole year.

Numeracy for Practical Purposes – Design
Numeracy for Practical Purposes – Measurement
Numeracy for Personal Organisation – Money and Time
Numeracy for Personal Organisation – Location
Numeracy for Interpreting Society – Data
Numeracy for Interpreting Society – Numerical Information.
Numeracy for Knowledge – Formulae
Numeracy for Knowledge – Problem Solving

ASSESSMENT

Assessment is undertaken as an ongoing process which integrates the student's knowledge and skills with their practical application over a period of time. Evidence is collected through teacher observations, the written records of students work, topic tests and through the collection of assignments, posters, diagrams and models created by students.

ICT: Use of computers to conduct research, Excel Spreadsheet and Word.

OTHER COURSE REQUIREMENTS:

Students are required to have a general scientific calculator. They are **not** required to have the CASIO Class Pad graphics calculator.

HOMEWORK AND PRIVATE STUDY:

2 – 3 hours per week of homework, completing set work and study for tests is required. In particular students are expected to catch up on set work missed due to work placements.

VCE VET Hospitality

OVERVIEW: This subject provides students with the opportunity to gain their Certificate II in Hospitality in partnership with Wodonga TAFE. The students will learn and develop skills in the areas of health, safety and security procedures, workplace hygiene, developing and updating hospitality industry knowledge, serving food and beverage to customers and organising and preparing food. Elective units include providing visitor information, quality customer service, cleaning premises and equipment, receiving and storing stock and point-of-sale handling procedures.

CAREERS/PATHWAYS: This subject is recommended for students who have a desire to enter into apprenticeships, TAFE or a part time job as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, cook's assistant or short order cook. Also very applicable to students who have a passion to work with food.

NATURE OF WORK AND ASSESSMENT: Students must complete 80 hours of structured work placement in the Hospitality area. Students must contribute to a minimum of 3 functions performed by the school's restaurant "The Vine" (they will contribute to the required 80 hours) Assessment tasks are in the form of written tasks, poster, PowerPoint presentation and a Portfolio with 6 major outcomes.

ICT: In this subject ICT is used for research and for presentation of written work including PowerPoint presentation.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE OR VCAL

VCE

You will be eligible for a credit of up to five VCE VET units towards your VCE: up to three units at Units 1 and 2 levels and a Units 3 and 4 sequences for each qualification in this program.

A Study Score is available for each Units 3 and 4, which can contribute directly to your ATAR – either as one of your best four studies ('the primary four') or as your fifth or sixth study.

VCAL

The VCE VET Hospitality program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

EXCURSIONS/OTHER COURSE REQUIREMENTS: Students will travel to Wodonga TAFE for further development for skills and knowledge. Visit the local Information centre. Students will be required to purchase a textbook. The cost of food used during these units is to be met by the student through subject levies.

HOMEWORK: Work placement of 80 hours and work that has not been completed in class eg: written assessment, reading and research.

**VCE/VCAL VET. ENGINEERING.
CERT II**

OVERVIEW. Student's completing this course will gain a certificate 2 in engineering. This program is at a specified level within the Australian qualifications framework. It is recognized by the state training board. Students must complete the year 10 metal work program before being selected by interview to continue engineering in year 11 and 12.

Students undertaking this subject will sit the VET exam which will contribute to their VCE study score

CAREERS: It is suitable for students who aim to go into areas such as fitters, diesel mechanics builders, plumbers, sheet metal trade, steel structural engineering, fitting and turning, boiler maker and many other associated trades.

NATURE OF THE WORK: Students will complete the set TAFE modules that cover the theory aspect of cert.2 engineering as well as developing practical skills. Students will learn basic operating procedures for the metal lathe centre drill, the geared head mil drill and the turret head milling machine. The use of measuring instruments such as Vernier callipers and micrometers will be learnt as students will generally work to measurement tolerances of 0.1 of a millimetre on finished tasks.

Set out in the table is the program students must complete to gain the cert. 2 in Engineering.

Year level	Course	TAFE Unit
10	Metal (2 semesters)	OHS in Work Environment Use hand tools Use power tools
	Work Education	VBN 768 Individual career plan
	I.T. (1 semester)	VBN 772 Use computers for engineering work
11 & 12	VET Engineering at RHS	VBN 769 Basic machining processes VBN 770 Basic fabrication techniques VBN 771 Apply Electro-technology VBN 773 Product engineering sketches and drawings VBN 776 Use basic engineering concepts to plan the manufacture of components VBN 777 Handle engineering materials VBN 774 Basic computational principles in engineering
11	Wangaratta TAFE	VBN 778 Produce basic engineering components and products
12	Wangaratta TAFE	VBN 779 Perform cutting, grinding and turning operations

COSTS: A materials and consumables fee of \$80 per semester applies to each student. There will also be a cost of approximately \$20 per student to attend Wangaratta TAFE for 2 days per semester.

APPLICATION: Students will need to complete year 10 metal work then undergo an interview with Mr. Phillpot to discuss suitability to VET Engineering. Due to limited equipment and as this is a combined class, there is a maximum of 12 students in this subject. This includes yr 11 and 12s.