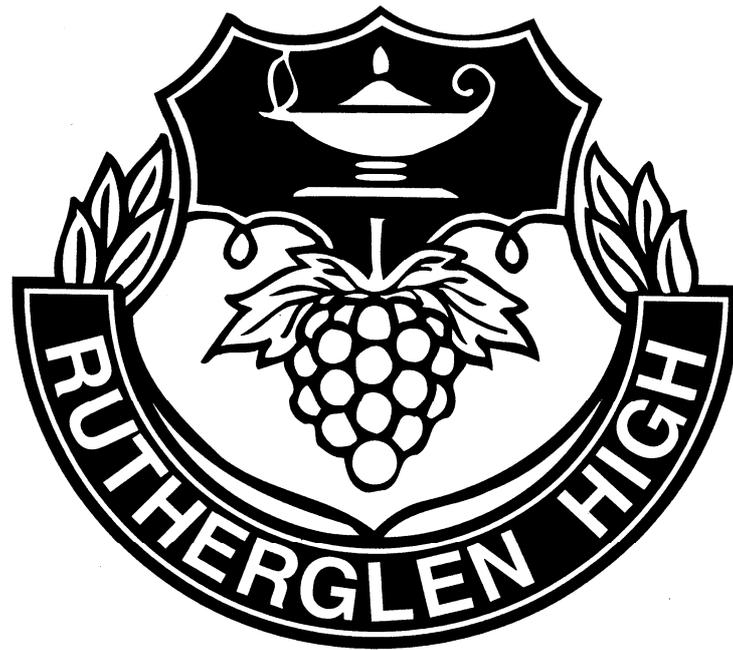


INFORMATION HANDBOOK

YEAR 12



**SENIOR
PATHWAYS**

**FOR
2009**

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OVERVIEW

Rutherglen High School (enrolment 331) is situated in North-East Victoria servicing the rural townships of Chiltern, Rutherglen, Springhurst and Wahgunyah and the surrounding farming communities. Approximately 55% of students travel by bus.

The School provides a challenging and balanced comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Students are expected to display a commitment to improvement of skills and knowledge, develop self discipline and respect the workplace, staff and other students.

Sequential courses of study from years 7 -12 are provided in the Arts, English, Language other than English (French), Mathematics, Health and Physical Education, Science, Humanities and Technology. The Senior School offers a wide range of VCE Units as well as Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and Music programs.

Special features of the school programme include classroom and instrumental music, a comprehensive Health Education program in Years 7 - 9, Agriculture and Horticultural Studies and quality technology studies with a special emphasis on Information Technology. The School is recognised by the Department of Education as 'Exemplary in Physical Education and Sport.'

The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students.

The school takes every opportunity to broaden students' experiences. It provides a wide range of extra curricular and enrichment programs including: excursions, inter school sport, debating, public speaking, annual musical production, instrumental music, Year 7 Orientation Camp, Year 8 Mountain trip, Year 9 Humanities and Marine Biology Camp, Year 10 Urban trip, Year 12 Orientation Camp, VCE workshops and lunchtime activities. These activities foster the qualities of: leadership, initiative, independence, self confidence, self esteem, problem solving, decision making, resilience, teamwork and social skills.

The school is located on 13.95 hectares of land and provides an attractive and stimulating environment for students and community use. School Council is committed to continually upgrade the buildings and grounds. A particular emphasis is placed on upgrading resources to keep students abreast with changing technology.

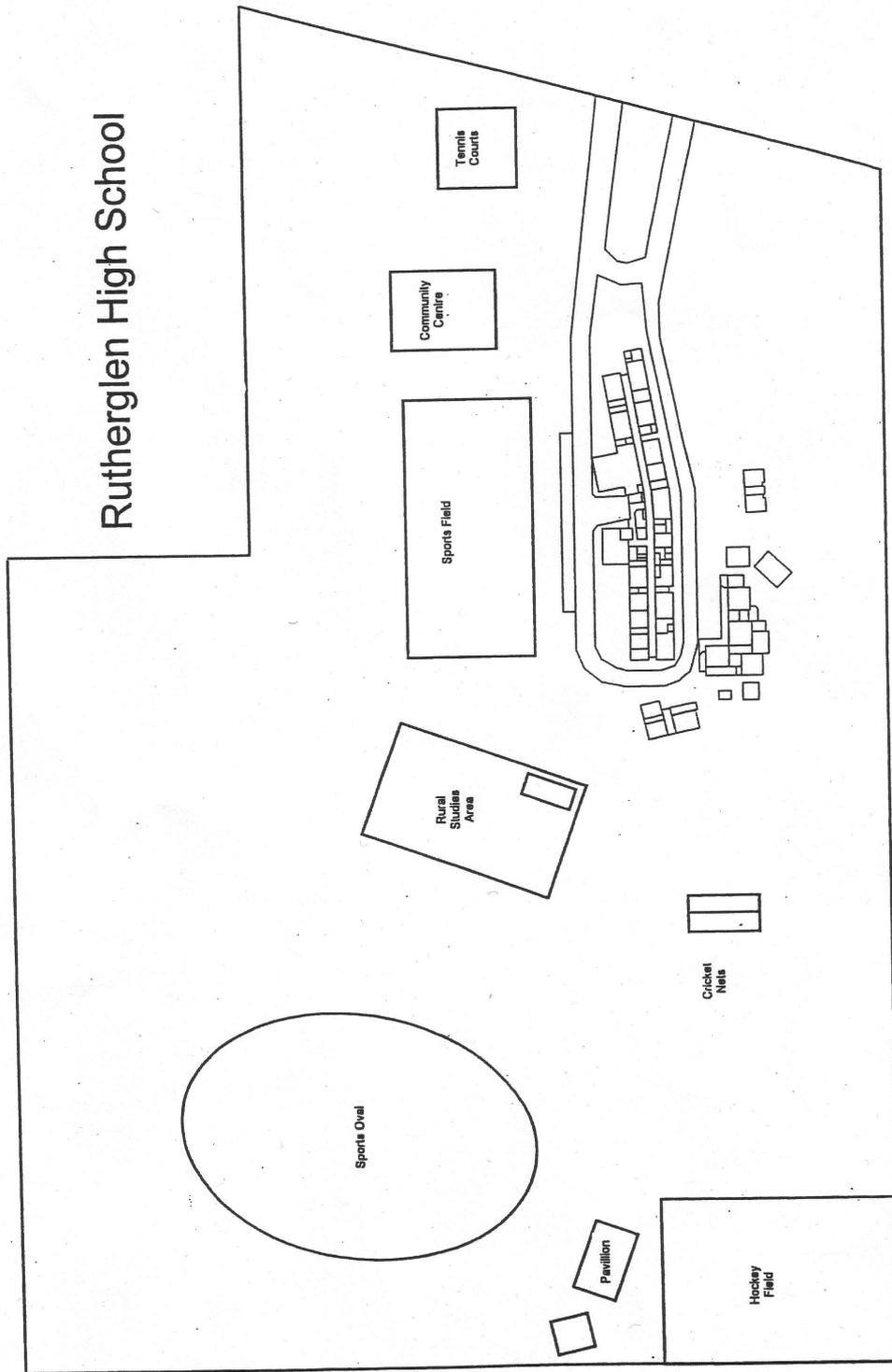
The School is fortunate to have on site the Rutherglen Community Centre which provides an indoor stadium and a well equipped gymnasium. The School is close to all other sporting facilities in the town, including the Shire swimming pool, and enjoys close co-operation and assistance from all sporting bodies. There are excellent outdoor sporting facilities on site. Students from the school have an outstanding record in Interschool sports competitions.

The school atmosphere is supportive, caring and friendly. There is an effective welfare and student management policy in place, supported by year level co-ordinators, form teachers and a Student Welfare Co-ordinator. A Careers Advisor is available to help students make appropriate choices in school and beyond. School Captains, House Captains and the Student Representative Council foster student participation and responsibility.

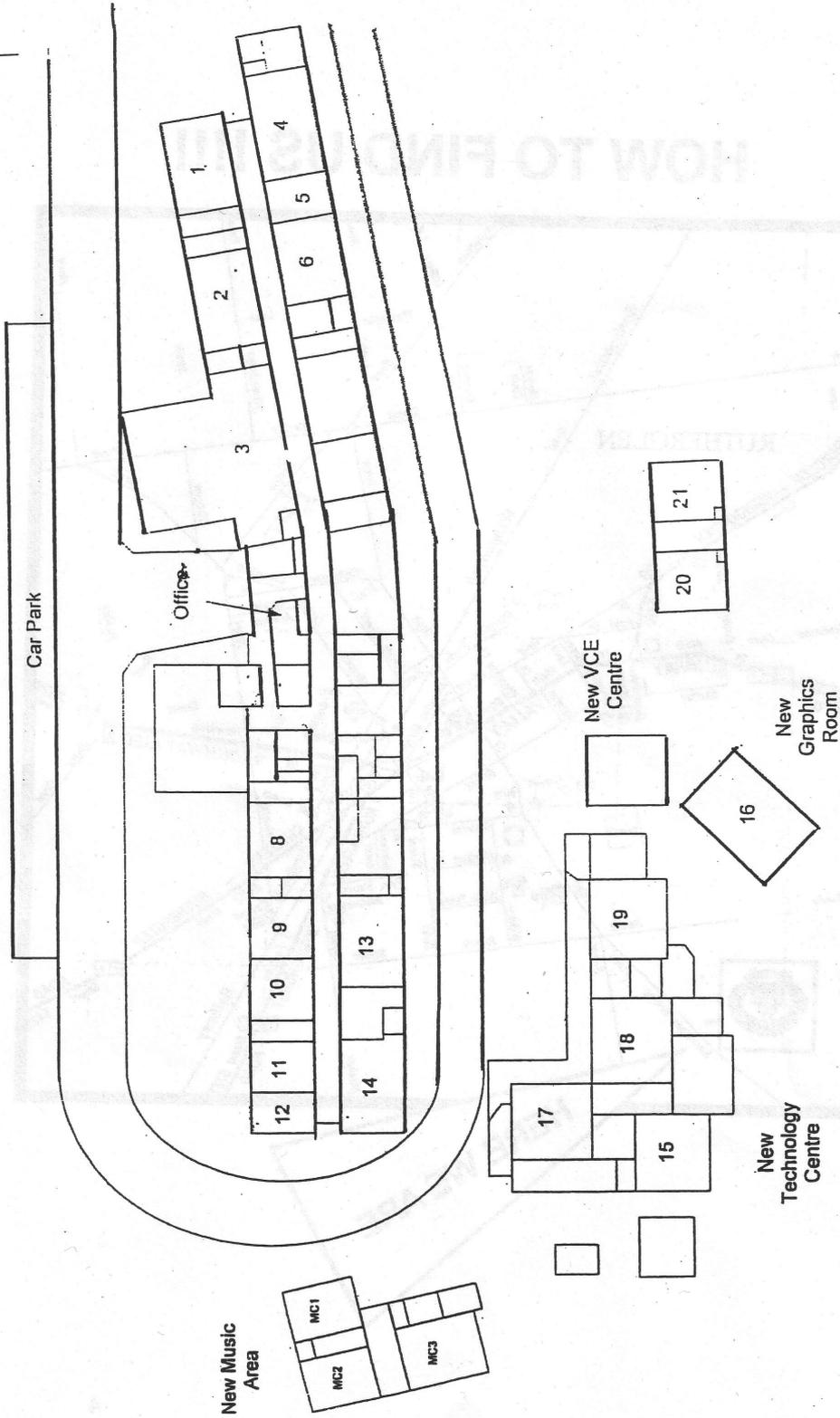
Parental involvement is welcomed and high value is placed on the home school partnership. The school encourages and enjoys strong links with the community.

Rutherglen High School is a vital and active educational institution. It provides a caring, orderly, and disciplined environment in which learning can flourish and be enjoyed.

Rutherglen High School



Community Centre



Rutherglen High School

PARENT/COMMUNITY GROUPS

Our school is served by two bodies:

(a) School Council

Is comprised of 6 elected parents, 4 elected staff, Principal and 4 Co-opted members (one of whom is a PT&CA nominee).

Membership for 2007/8

Parents:	Jenny Ryder (President) Ray Webster Debby Renshaw Sabine Hewitt Sue Starkey Anthony Jones
Principal:	Philip Rogers
Staff:	Gayle Mundy / Christopher Phillpot Cathie Fulton Ellen Rankin
Community Members:	Wendy Walker Reg Quick Colin Foster

The Council sets the school's educational policy under guidelines established by the Minister of Education. Council is also responsible for the school's finances and the maintenance of equipment, grounds and buildings.

(b) Parents, Teachers and Citizens Association (PT & CA)

Meets on the second Tuesday of each month in the evening at the school. Membership is open to all interested parents, teachers and community members. At PT&CA meetings, members are acquainted with school matters, and discuss items of common concern and of general educational interest. The nominated member of the PT&CA is Wendy Walker who serves on School Council. Lucinda Jones is the President and Lyn Kerr is the Vice President.

All interested parents are urged to become members of one of the above bodies. Meetings are advertised in the School Newsletter.

STUDENT REPRESENTATIVE COUNCIL

The SRC comprises form representatives who discuss school matters, conduct fund raising and social activities and who decide on the allocation of funds to charitable and school causes. SRC members are involved in many committees within the school thus providing student input to the school decision making process.

COMMUNICATION

Free, effective communication between school and parents is vital to the interest of your son or daughter but, at the same time, can be very difficult to develop. You should feel free to contact the school at any time. A Newsletter from the school is distributed on Thursdays and may be collected from the general office. Please ask for it and discuss its contents with your son or daughter. A copy of the first newsletter each term is posted home with the student's timetable and a term calendar. The timetable should be placed in a prominent position so that students can check the subjects they have each day, and what equipment should be brought to school.

REPORTS AND INTERVIEWS

Full reports are issued in June and December for Semester 1 and Semester 2. Special Interim Reports are issued at the conclusion of Term 1 and Term 3. All students receive a Term 1 Interim Report. Two formal parent/teacher interviews are organised. The first at the end of Term 1 and the second in Term 3. All parents and students are encouraged to attend these interviews.

If concerned about the progress of your son or daughter, you should not wait for an official interview to discuss the problem, but contact the school immediately. Alternatively the school issues interim reports, or contacts parents in cases where it is felt parents need to be acquainted with a situation such as disappointing progress, or a developing social problem. Early Warning Notices are sent home to inform parents about overdue work that needs to be completed.

WELFARE

The school is divided into two sub schools - a Junior School (Years 7, 8 & 9) and a Senior School (Years 10, 11 & 12) Each of these sections has a Sub School Co-ordinator and Year Level Co-ordinators. These teachers and the Form Teachers are especially responsible for the welfare of the student. The school also has a Welfare Co-ordinator who has an overall responsibility for students from all levels. The Welfare Co-ordinator is also responsible for any infringements against our school Harassment Policy and student concerns in this area. Students should feel confident to approach their form teacher or co-ordinator for advice. If there are any problems of a personal or medical nature with respect to your son or daughter which you feel could affect any aspect of his or her school life please contact the Principal as early as possible. Such information is treated confidentially and can be valuable in enabling us to understand problems or difficulties which may be experienced.

The school has developed strong links with Glenview Community Care and a number of other community agencies to assist in supporting students.

CAREERS

The school has a Careers Co-ordinator. Parents and students should feel welcome to seek advice at any time. The Careers Co-ordinator arranges careers talks within the school and notifies students of career information sessions and Tertiary Open Days conducted elsewhere.

EXTRA CURRICULAR ACTIVITIES

A wide range of extra curricular and enrichment programs is provided including debating, public speaking, musical performances, instrumental music and lunchtime activities.

EXCURSIONS & CAMPS

Are a very valuable educational and social experience, and are a regular part of the year's program. We endeavour to keep costs to a minimum. An orientation camp for Year 7 students is run at Bright, early in first term, at a cost of \$170 in 2007. It is hoped that all Year 7 students will take the opportunity to attend this important part of the year's program. Year 8 have a chance to climb Mt Buffalo. A Year 9 Humanities/Science excursion to Ballarat/Queenscliff takes place in Term 4. Year 10 students have an 'Urban Trip' to Melbourne in June, whilst Year 12 have an orientation camp in February. Attendance on excursions and camps is a privilege for students, not a right.

SPORT

Is compulsory for all Year 7 - 10 students. V.C.E. students are given the opportunity to participate in interschool sporting teams. Details of each program are in the curriculum guide.

The school has been recognized for its excellence in Physical And Sport Education (PASE).

BOOKS AND SCHOOL REQUISITES

Booklists will be distributed to students late October/early November and booklists need to be returned by the specified date. Payment for requisites must be made at time of receipt. Parents are not compelled to use the pre-packed system. Purchases of second-hand books are the responsibility of parents and students. Please make sure that the book that is required, is the correct edition and is in good condition.

Rutherglen Newsagency will be conducting the Book distribution process in 2007 - 2008.

CURRICULUM AND MATERIAL SERVICE CHARGES

In order to reduce the cost of books to parents, in many subjects, class sets of texts are purchased by the school for the use of pupils. Photocopied and duplicated materials are also provided for student use in most subjects. A Levy will appear on the booklist to cover these costs.

OTHER FINANCIAL ASSISTANCE

Where parents find the cost of keeping pupils at school a hardship, application can be made for the provision of assistance for books and/or maintenance.

Two forms of assistance are available:

1. Education Maintenance Allowance:

- For students under 16 years of age.

An allowance of \$420 per year.

Parents must hold a Commonwealth Health Care Card.

Details of this allowances will appear in the school's "Newsletter". Application forms may be obtained from the School Office at the beginning of Term 1 and Term 3. Any questions should be directed to the School Office.

2. Youth Allowance:

- For students over 16 years of age - on a needs basis.

Details available from Centrelink.

CONVEYANCE ALLOWANCE

When pupils reside more than 4.8 kilometres from the school bus or a recognised bus route, application can be made for a Conveyance Allowance towards the cost of transport whether by horse, car or bicycle. Application forms should be obtained during the first week of the school year.

CANTEEN

Students are not permitted to leave the school grounds at lunch time except to go home for lunch. Lunch Passes need to be obtained via a note to the Assistant Principal. Lunch passes are only available to students who live in Rutherglen. A canteen has been established within the school and is open at morning recess and lunch times.

The canteen is organised by our Canteen Manager, Lyn Kerr, under the guidance of a Committee of Management. Parents are invited to volunteer for Canteen duty by contacting the School Office.

STUDENT DIARY

Students are expected to always use their diary and maintain it in a responsible manner. Parents are expected to regularly check the student diary and monitor student's homework.

AMBULANCE SUBSCRIPTION

The School is not able to cover the cost of transport by Ambulance of a student who requires emergency hospital treatment. If an Ambulance is used in an emergency, the cost will be to the parent.

- **TO AVOID THIS POSSIBILITY ALL PARENTS ARE URGED TO TAKE OUT A SUBSCRIPTION TO THE NORTH EASTERN DISTRICT AMBULANCE SERVICE.**

INSURANCE

Parents should recognize that accidents which cause injury to students happen from time to time. School Council is not responsible for medical cost incurred as a result of accidents which happen during school hours. Parents are urged to take out Personal Accident insurance to cover their child. Details will be made available in a 'Newsletter' early in the new year.

PERSONAL SAFETY ISSUES

1. Aerosol Cans

Students are **NOT** to bring aerosol cans to school. They have the potential to cause serious harm if used inappropriately.

2. Mouth Guards

Students are strongly encouraged to wear mouth guards when they are participating in sports which might involve physical contact. The potential consequence of not using mouth guards is obvious.

3. Mobile Phones

Students are not permitted to have mobile phones at school.

4. Student Drivers

Students are not permitted to transport other students in cars in relation to any school activity. Students must not park their vehicles in the school grounds. Students who wish to drive to and from school should complete an application form available at the general office or from the Senior School Co-ordinator.

5. Personal Details

Parents/guardians are expected to notify the school immediately in writing of any change of personal details including contact phone numbers for work and home and emergency contacts, also medical details of students, custody orders etc.

6. Prohibited Substances and Dangerous Items

Students are not permitted to bring to school, be in possession of, or use any prohibited substances or dangerous items.

RUTHERGLEN HIGH SCHOOL DRESS CODE

Rutherglen High School Council believes that uniform provides a neat, economical and functional dress for students. Council believes that uniform has a positive role to play in promoting a sense of individual and collective pride in students and their identification with the School. School uniform also has the potential to promote group security both in and out of school situations. It enhances the safety of individual students.

The School Council Dress Code takes precedence over a students' individual preference in matters of dress. It is expected that all students will be attired in the correct school uniform for normal classes, Physical Education and Sport.

If there is some doubt about the correct uniform or some difficulty in obtaining the correct uniform, either financial or otherwise, parents are asked to contact the relevant Sub School Co-ordinator or Principal.

- All students shall wear the school uniform which has been adopted by the School Council under the provision of the Amended Education Act of 1958.
- It shall be the responsibility of the parent or guardian to see that students wear the uniform consistently and properly.
- Whenever circumstances temporarily prevent a pupil from wearing correct uniform, parents or guardian are expected to provide a note of explanation to the Sub School Co-ordinator, PE teacher or Sports Co-ordinator.
- Students representing the school at Inter-school activities or on any public occasion shall be required to wear school uniform unless instructed otherwise in writing on the permission form.
- Prospective changes to the School Dress Code shall be discussed widely with the School Community eg: Parents, Teachers and Citizens Association, S.R.C. and Staff and recommended changes forwarded to the School Council for approval.

Exemptions From School Dress Code Requirements

Under certain special conditions, parents, guardians and students may seek exemptions from the School Dress Code Requirements. These circumstances may include:

- Religious beliefs
- Ethnic or cultural requirements
- Particular personal health requirements
- Disability
- Financial constraints; but this will be a rare occurrence given the support available through the Education Maintenance Allowance or from the State School's Relief and School's Welfare programs.
- Mature age students (over 21) are exempt from Dress Code Requirements, however it is expected that these students will attend School in neat, casual dress.

All requests for exemptions from the School Dress Code should be made, in writing, to the Principal. Explanation of the reason for requesting an exemption should be included.

If a parent, guardian or student feels that a personal interview with the Principal would be worthwhile, this should be requested. A record of all approved exemptions will be kept by School Council.

UNIFORM SUPPLIERS

Rutherglen High School does not stock or supply uniform items. The following are the official uniform suppliers:

- Brunella Schoolwear: 160 Sanger Street Corowa. Telephone: 6033 0233
- Brunella Schoolwear: 215 South Street, Wodonga. Telephone 6024 4301

GIRLS UNIFORM - SUMMER

- a) **Ready made frocks.** Available from uniform suppliers.
- OR**
- b) **Bottle green shorts:** Tailored polyester/gaberdine shorts with 2 side pockets, zip front and two pleats at the waist - either side of the centre front. Shorts are to be above knee length. Bottle green is the only permitted colour.
Home sewing: *Please contact the school for the shorts pattern.*
- c) **Shirt:** Plain white or polo knit type with short or long sleeves and COLLAR. There are to be no insignias, motifs or slogans anywhere on the shirt.
- d) **School jumper or School windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- e) **Shoes:** Black shoes (no stripes or insignias) and black laces worn with plain white socks or flat heeled brown sandals with heel strap.
- f) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes, at recess and lunch times and during other outdoor activities in Terms 1 & 4. Baseball style caps are not permitted.

GIRLS UNIFORM - WINTER

- a) **Skirt** Ready made pleated style tartan skirt - this is the only style to be bought. The length of this skirt must be below knee to mid calf.
Home Sewing - only patterns to be used (*patterns are available on loan from the school*)
“McCalls” 9181 Style A , “McCalls” 9433 Style A
- OR**
- Bottle green trousers:** Bottle Green is the only permitted colour. No jeans, cords, cargos or tartans are permitted.
- b) **School jumper or School windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- c) **Shirt:** Plain white or polo knit type with short or long sleeves and COLLAR. There are to be no insignias, motifs or slogans anywhere on the shirt.
- d) **Shoes:** Black shoes (no stripes or insignias) and black laces OR desert boots/brown boots (Blundstone style) - worn with trousers only. **Socks** - plain white socks or black stockings.

BOYS UNIFORM - SUMMER

- a) **Shirt:** Mid Grey or white shirt or polo shirt, long or short sleeves.
- b) **Shorts/trousers:** Mid Grey shorts (above knee length) or mid grey trousers. (No logos or insignias on either). No cargo shorts / trousers.
- c) **Shoes:** Black shoes (no stripes or insignias) and black laces or brown boots (Blundstone style) or desert boots with grey or plain white socks or brown sandals with heel strap.
- d) **School jumper or school windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- e) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes, at recess and lunch times and during other outdoor activities in Terms 1 & 4. Baseball style caps are not permitted.

BOYS UNIFORM - WINTER

- a) **Grey trousers:** Colour mid grey. No cargo trousers
- b) **Shirt:** Mid Grey or white shirt, polo shirt or skivvy with long or short sleeves.
- c) **School jumper or school windcheater:** Bottle green jumper with school emblem OR bottle green windcheater with school emblem.
- d) **Shoes:** Black shoes (no stripes or insignias) and black laces or brown boots (Blundstone style) or desert boots with grey or plain white socks or brown sandals with heel strap.

VCE UNIFORM

Jumper: Navy blue jumper with VCE School logo is available. Otherwise the normal green school jumper or school windcheater must be worn.

Note: A white polo shirt with VCE school logo for VCE summer uniform is available.

Dresses/Shorts/Skirts/Trousers, Shoes and socks: As per Years 7 - 10.

Rugby Top: Rugby tops are permissible under the following conditions:

- Restricted to Year 12 students only
- Restricted to school colours blue and green and the house colours
- School logo must appear
- It is optional to have the Year appear on the top.
- Correct names to be used – no inappropriate nick names
- Apart from the optional year there are no other numbers appearing on the top
- The final decision is to be approved by the Principal and ratified by School Council.
- The VCE navy blue jumper is required for official school occasions.

OPTIONAL JACKET

A water resistant jacket in school colours is an optional item for cold weather.

Note: The jacket may be worn in class and does not replace the school jumper or windcheater. Students are expected to have a school jumper or windcheater.

PHYSICAL & SPORT EDUCATION (Compulsory for all students)

This school Physical and Sport Education uniform is still applicable on a school casual clothes day.

- a) **Shorts:** Black above the knee shorts (no logos or insignias).
Wrap-around skirt: Girls - black or green wrap-around skirt, or black bicycle shorts or black above the knee shorts.
- c) **Shoes:** Appropriate sporting footwear - Not normal School Shoes!
Socks: white only.
- d) **Shirt:** Green polo shirt with school emblem.

OPTIONAL

- a) **Polo shirt/t-shirt:** Coloured house polo shirt with school emblem.
- b) **Coloured House rugby top:** With school emblem.
- c) **Black tracksuit pants:** For winter activities.
- d) **Hats:** Broad brimmed or bucket style hats are encouraged for Sport & PE classes in Terms 1 & 4. Baseball style caps are not permitted.

PRACTICAL CLASSES

Students will be required to wear enclosed shoes during practical classes (such as Woodwork, Metalwork, Home Economics, Science etc) at the instruction of their classroom teacher.

NOT ACCEPTABLE

Patterned, striped or multi-coloured shorts, skirts, shirts or windcheaters.

JEWELLERY

The wearing of valuable jewellery, other than watches, to school is discouraged for security reasons.

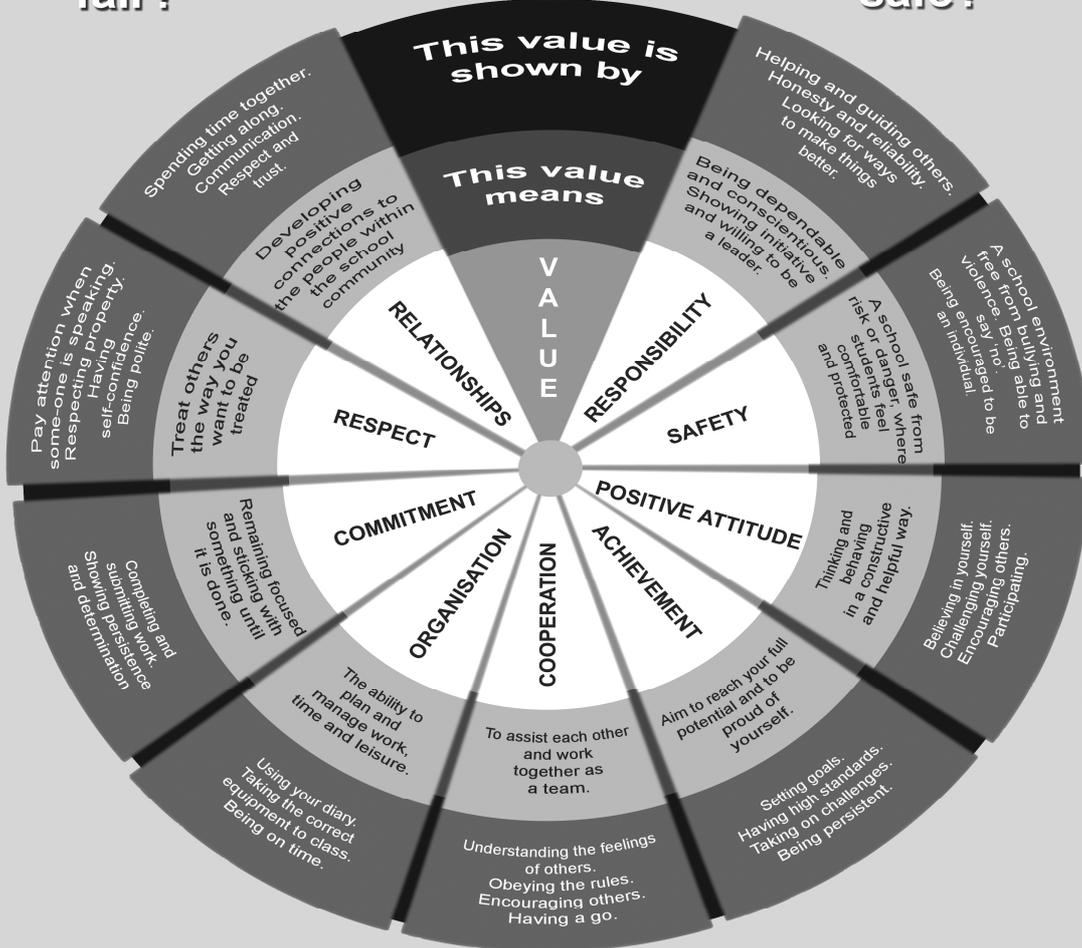
- Rings- single, plain band only. Multiple rings or protruding rings are not permitted.
- Chains/necklaces - must be worn concealed.
- Earring/Ear studs - Plain rings or studs. Elaborate or pendant earrings not permitted.
- Nose studs - Plain stud only.

Note: During certain classes or activities, eg sport, physical education or practical classes, students may be asked to remove earrings, ear studs, nose studs or other jewellery for safety reasons.

RUTHERGLEN HIGH SCHOOL CODE OF COOPERATION

Is it fair?

Is it safe?



Is it the right choice?



Does it make the school a better place?

DAILY ORGANIZATION

1. School Hours and Period Organisation

Hours:

8.50 am - 3.20 pm - Monday Friday.

Students should aim to arrive at school between 8.40 am and 8.50 am.

NOTE: Students should not arrive at school before 8.35 am.

Bell Times

BELL	MON/FRI	WED	TUE/THUR
WARNING Students collect books for P1 and P2	8.50AM	8.50AM	8.50AM
FORM ASSEMBLY	8.55	8.55	No Form Assembly
PERIOD 1	9.05	9.13	8.55
PERIOD 2	9.50	10.00	9.45
RECESS	10.35	10.47	10.35
WARNING Students collect books for P3 and P4	10.55	11.07	10.55
PERIOD 3	11.00	11.12	11.00
PERIOD 4	11.50	11.59	11.50
LUNCH	12.40PM	12.46PM	12.40PM
WARNING Students collect books for P5 and P6	1.35	1.41	1.35
PERIOD 5	1.40	1.46	1.40
PERIOD 6	2.30	2.33	2.30
DISMISS	3.20	3.20	3.20

NOTE: BELL TIMES FOR GENERAL ASSEMBLY DAYS VARY DEPENDING ON WHEN THE ASSEMBLY IS HELD. ON GENERAL ASSEMBLY DAYS PLEASE SEE THE DAILY BULLETIN FOR THESE BELL TIMES.

2. Library

Our well equipped Library caters well for student research and reading needs. We have nearly 22,000 educational resources plus 15 computers with Internet access.

The Library operates during class time and at lunch times from 1.00 - 1.30 pm. At any one time, year 7 - 10 students are able to borrow 3 Fiction and 3 Non-fiction books and VCE students are able to borrow 3 Fiction and 5 Non-Fiction books.

The Library co-ordinates an "Information Skills" teaching program, which teaches students to access sources of information, to make notes, compile bibliographies and much more. We have a very active fiction promotion scheme and a Triple R Club for parents and students. We look forward to resourcing your students' reading and research needs and to teaching students to become independent researchers and readers.

3. Daily Bulletin

A Daily Bulletin is put up on the Notice boards before school each morning. Students must read the Daily Bulletin each morning. The Bulletin contains items of information concerning special events, assemblies, changes of schedule and duty rosters. Teachers and students may contribute news items.

4. Absences

Please refer to the Rutherglen School Attendance Policy.

During school hours students are not permitted to leave the school grounds other than to return home for lunch. A student needs to obtain a lunch pass if they do wish to go home for lunch. (See section 10 below.) Should the need arise to return home during school hours a note must be given to the General Office.

Under no circumstances are students to leave the school ground without notifying the General Office.

5. Period Change and Use of Lockers

Change of period is indicated by a bell. Students must leave the corridor by the nearest exit and the corridor area should not be used as a throughway except in wet weather.

- Students in Levels 7 & 8 are to wait with their class outside the building in the area allocated for the room.
- Students in Levels 9 & 10 should wait outside the classroom until their teacher arrives.
- Year 11 & 12 students may enter the classroom to wait quietly for their teacher.
- Lockers are to be used before and after school and at recess and lunch time only.
- Bags must not be taken to class. They must be left in lockers and collected after Period 6.
- Each student will be allocated a locker for which there is a charge of \$15.00. A refund of \$5.00 will be given to the student when they leave school and return the combination lock.
- Students are expected to keep their lockers tidy, closed and locked. Lockers are hired by students and remain the property of the school and can be searched at any time by the Principal or their delegate.

6. Property

All items of property should be labelled with a person's name. Property should not be used without the owner's permission.

Interference with property will be regarded as theft or vandalism and appropriate action will be taken. A student is not permitted to use a bicycle belonging to another student.

7. Lost Property

Lost property is collected and available from the Staff Room.

8. Valuables

Large sums of money, radios, CDs, mobile phones etc should not be brought to school. If valuable items must be brought to school they must be left in the office for safekeeping.

9. Lunches

Orders must be placed in the Cafeteria before 8.50 am.

10. Lunch Passes

Town students may obtain a Lunch Pass. These are obtained upon written request to the Assistant Principal. Lunch passes only permit students to travel directly home for lunch and directly back to school during lunch time.

11. Uniforms

Students at school should be dressed in school uniform or clothing appropriate to the particular activity. Students who are out of uniform for any particular reason should bring a note to their Year Level Co-ordinator or Sub School Co-ordinator before school.

12. Smoking

Students are not permitted to smoke going to and from school, at school, at school functions or while wearing school uniforms.

13. Drugs/Alcohol

The use or supply or assisting other students with any drugs, including alcohol, at the school or at any school function, excursion or activity is not permitted. Students must not attend the school or any school function, excursion or activity in the possession of or under the influence of drugs or alcohol.

14. Computers

The school has a number of computers available for student's use. They are widely used during class time and are also available for use during some lunch times. Students are responsible for maintaining the secrecy of their access codes and are responsible for all computer use via their access codes.

Students are expected to treat the computers and associated equipment with due care. No food or drink is to be taken into the room and chairs must be placed back in the correct positions.

15. Online Technology

Students will be allowed to have access to the Internet and are provided with an E-mail address. A set of rules governing the acceptable use of online technology is issued at the commencement of the year. Incorrect use may result in loss of access. Students are required to sign an Internet Agreement when they commence at Rutherglen High School.

16. Litter

Waste materials must be placed in the containers around the grounds, at the school entrances and in each classroom. All students are encouraged to take pride in the grounds and to keep the school tidy. Recycling bins are available for aluminium cans, paper/cardboard and plastic materials.

17. Out of Bounds

The tractor shed, pavilion and toilets, incinerator and rear of art/craft building, Community Centre and music building are normally out of bounds to students. The bicycle sheds are out of bounds except where students are handling their own bicycle.

18. Lunch Rooms in Extreme Weather

Rooms are designated for student use on wet days and other days deemed necessary by the duty teacher.

19. Buses

All students must abide by the Code of Behaviour as stated in the relevant document issued to students and parents at the commencement of the year.

20. First Aid

Students who are sick or suffering from any injury must report to the appointed first aid teacher. If students are in the sick bay for an extended period, the parents will be contacted and appropriate action will be taken.

21. Jewellery and Make-up

Because of the nature of activities at this school, including practical classes, sport, physical education, etc., the school permits the wearing of sleepers or studs (no more than 2 per ear) but does not permit fancy or drop earrings to be worn.

Watches are permitted and in fact encouraged, however bracelets and rings that have raised sections are considered dangerous and should not be worn. Simple necklaces are permitted, however there will be times when they will need to be removed - e.g. during physical education and when using some specialised machinery. In general, jewellery is not encouraged for obvious safety reasons. Make-up is not permitted.

RUTHERGLEN HIGH SCHOOL ATTENDANCE POLICY

Rationale

Rutherglen High School encourages students to achieve to the best of their abilities. Therefore it is expected that all students take full advantage of their educational opportunities, including regular attendance, completion of all set work and consistently working to their full potential.

Students of school age (5 - 16 years) resident in Victoria are required to be in full time attendance at a government or registered non-government school unless they are receiving approved home tuition, have shared enrolment with a specialist setting, have received an exemption from the Regional Director or are enrolled in correspondence education.

Aims

- To maximise learning opportunities by ensuring student absenteeism is kept to a minimum.
- To put into place agreed processes for managing student absences within the school.

Implementation

- All enrolled students are expected to attend all scheduled classes.
- Students must have a valid reason for not attending (these are outlined under Approved Absences)
- The official attendance roll is marked Period 1, 3 and 5 each day. Class teachers mark their own rolls each class.
- Students absent from Period 1 will be recorded by the School Attendance Officer who will contact the parents of absent student to verify the location of the student.
- Attendance data will be reviewed by Year Level Coordinators each week and presented to students at Form Assembly, Monday mornings, by Form teachers.
- Form Teachers are to collect absence notes and take to the General office the same day.
- Parents/Guardians of absent students are required to provide authorisation either in writing or by phone, detailing the reason/s or their child's absence.
- Parents/students are expected to advise the school of any extended absence, prior to the absence.
- Students in Years 7 – 10 who have more that 10 days unapproved absence per semester may be unable to satisfy the requirements of the subjects unless the Year Level Coordinator makes a special recommendation to the Principal.
 - Absences with a Medical Certificate, part-day absence approved by First Aid Officer, suspensions, excursions including sport and work placements are approved rather than unapproved absences.
- Students in Years 11 – 12 are required to maintain a 100% attendance rate for each unit of study they undertake. Failure to do this will result in the recording of an N for that Unit unless there is a valid (approved) reason for non-attendance.
 - Absences with a Medical Certificate, part-day absence approved by First Aid Officer, suspensions, excursions including sport and work placements are approved rather than unapproved absences.
 - A parent or guardian of a VCE student who is absent or will be absent for School Assessed Coursework (SAC) must notify the VCE Coordinator prior to the scheduled SAC. A medical certificate must be supplied to the VCE Coordinator.
 - VCAL students are required to complete 100 hours per outcome over the year. The same obligations apply to them as per VCE students.
 - **Once attendance drops below 80% for a semester, VCE/VCAL students will be unable to satisfy the requirements of the subjects/courses even if the absences are generally approved. They will therefore receive an 'N'.**
- Students who are recorded absent at morning or afternoon roll call will have a half day unapproved absence recorded, unless otherwise advised, which will count towards the yearly tally of unapproved absences.
- Year Level Coordinators will advise students at risk once the unapproved absences reaches 7 days. A letter will also be sent to the parents/guardians advising them.

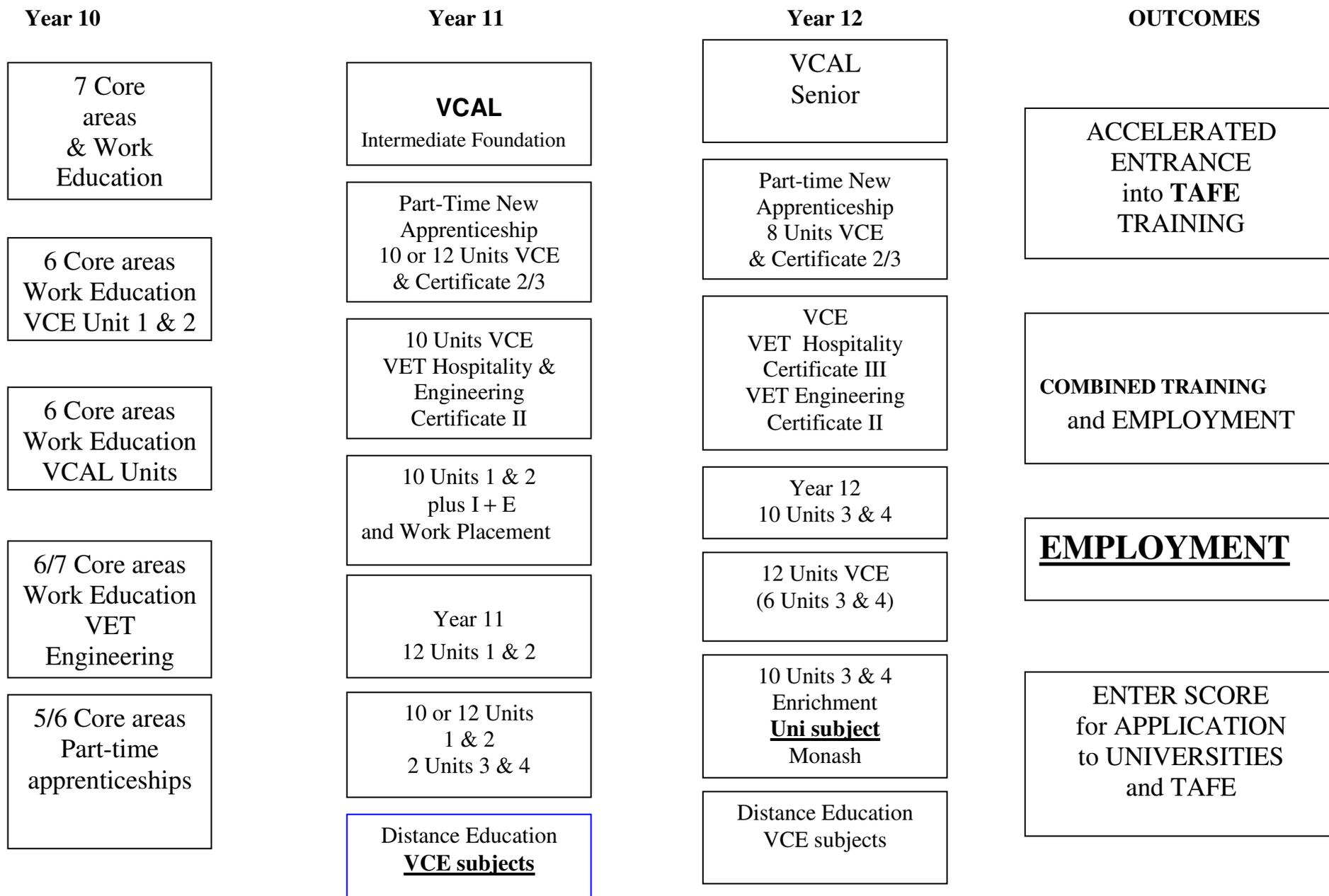
Approved Absences include:

- Absences covered by a medical certificate
- A student being sent home sick from school
- Attendance at a medical appointment, including dentist
- Approved School excursion or sporting event.
- Suspension
- Notification by phone or a signed note by the parent/guardian explaining the reason for the absence (illness, family trauma, etc.) (While this is generally sufficient for students in Years 7-10, it is only sufficient grounds for VCE/VCAL students with low level absenteeism.)
- Family holidays (the School Attendance Officer should be informed well in advance so that work requirement obligations are met through a form completed and signed by teachers.) (While this is generally sufficient for students in Years 7-10, it is only sufficient grounds for VCE/VCAL students with low level absenteeism.)

Attendance Protocols:

- Rutherglen High School has a 24-hour phone number with an answering machine. The number is (02) 60329818.
- When parents know their son or daughter will be absent from school, they should ring and:
 1. Identify themselves as the parent/guardian of the student
 2. Advise the name and form of the student
 3. Advise the reason for the absence and the expected length of the absence. (A follow-up note may be required.)
- Students who leave the school for an approved appointment or activity must sign out and, if they return, sign back in.
- VCE Students must sign the private study roll at the commencement of each private study period.
- Teachers are to maintain accurate attendance records for each period of instruction.
- Teachers are to monitor attendance and advise Year Level Coordinators of concerns.
- Students are responsible for any missed work and must seek information concerning catch-up requirements.

ALTERNATIVE PATHWAYS



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 who choose too narrowly 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 prerequisite 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.

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 home rooms and VCE 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, 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.

THE STUDENT PROGRAM

In order to successfully complete the VCE requirements, students currently enrolled in Year 10 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 ENTER 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 VCE 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 some 1 and 2 units, or it could also include 'Enrichment Units' which are offered by some universities.

VCE UNITS OFFERED AT RUTHERGLEN HIGH SCHOOL 2008

UNITS 1 & 2

UNITS 3 & 4

English

English

Arts/Humanity Grouping

Accounting	Accounting
Art	Art
Economics.....	Economics
French	French
Geography	Geography
Health and Human Development	Health and Human Development
History	History (Australian)
Industry and Enterprise	
Legal Studies	Legal Studies
Literature	Literature
Music	Music
Physical Education	Physical Education
Visual Communication and Design	Visual Communication and Design

Maths/Science/Technology Grouping

Agricultural Studies.....	Agricultural Studies
Biology	Biology
Chemistry.....	Chemistry
Design and Technology	Design and Technology
Food & Technology	Food & Technology
Information Technology	Information Technology
Introduction to Further Maths.....	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.

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.

Eligibility:

- * Places in the School Work Program will be offered to all students taking Industry and Enterprise.
- * Any person wishing to participate in the School Work Program but not choosing Industry and Enterprise should contact the V.C.E. Co-ordinators.

INFORMATION SKILLS

Throughout Years 7 - 10, Rutherglen High School students have learnt how to independently research through our Library's "Information Skills" teaching program.

"Information Skills" taught include: formulating research questions on a topic; constructing note-making grids; accessing the Library database to find resources (book, periodical, a/v and databases); using cd-roms and the internet; locating relevant information; making and synthesizing notes; creating bibliographies, and other relevant skills. Thus students should be well equipped to conduct comprehensive research on their own.

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, or the completion of specific projects or tasks. Reading for pleasure or study is considered homework. All students are expected to do homework.

They should establish a regular pattern of homework.

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.

PRIVATE STUDY

Year 11 students have six, and Year 12 students have ten 50-minute sessions when they do not have formal classes.

They are expected to set themselves specific tasks to complete in these sessions. They should come prepared and organised for each session.

The Caf and the VCE Centre are used for Private Study when student discussion is necessary. The Library has carrels for silent work and research during some Private Study lessons. VCE students are allowed to use the computer rooms for Private Study if no other classes are using these rooms, however, they must have a pass. If students cannot work quietly in the VCE Centre, they will be asked to leave.

HOME STUDY POLICY FOR VCE STUDENTS

- Some students feel that they achieve more by studying at home than what they achieve at school. Consequently the School has a policy of allowing Year 12 students to do what is termed 'home study' are as follows:
- No Year 11 student is allowed to do 'home study'
- If a Year 12 student has a double timetabled private study lessons in either Periods 1 & 2 or Periods 5 & 6 they are allowed to do home study.
- No student is allowed to do home study until they have returned the home study form obtainable from the Year 12 Coordinator. This form asks for details on how the student will travel to and from school as well as asks for a parent signature.
- Students who intend doing home study during Periods 5 & 6 should leave the school during lunchtime.
- Home study as the name implies is to be done at home, not down the Main Street or at a friends house.
- No student is allowed home study on a Wednesday morning when the extended Home Group meeting is held.

PRIVATE STUDY ROLLS

If any VCE student has a timetabled Private Study lesson in Period 1 and / or Period 3 and / or Period 5, they must sign the Private Study Roll located at the Main Office. The signing of the Private Study roll is the same as the usual 'Blue Slip' which all subject teachers fill in during these lessons to indicate which students are absent.

The Private Study roll does not have to be signed for Period 1 Monday, Wednesday or Friday since the Roll is marked during Form Assembly.

If the Private Study roll is not signed, it is assumed that the student is absent until further follow up by the Year 11 & 12 Coordinators. Continued forgetting to sign the Private Study roll will result in the student being placed on the Yard Duty roster.

VCE RUTHERGLEN HIGH SCHOOL POLICY

1. ACHIEVEMENT OF ‘SATISFACTORY’ FOR OUTCOME OR WORK REQUIREMENTS

For satisfactory completion of a unit, a student must demonstrate achievement in each of the outcomes for that unit.

Achievement in an outcome means:

- the work meets the required standard
- the work was submitted on time
- the work is clearly the student’s own
- there has been no substantive breach of rules

If all outcomes are achieved, the student receives S (satisfactory) for the unit.

A student may not be granted satisfactory completion of an outcome if:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted
- the work cannot be authenticated
- there has been a substantive breach of rules including school attendance rules

If any of the outcomes are not achieved, the student receives N (not satisfactory) for the unit.

2. PROCEDURES AND RULES RELATING TO ASSESSMENT OF WORK

RULES:

Rules for students:

1. Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.
2. Students must acknowledge all resources used: This will include text and source material and the name(s) and status of the person(s) who provide assistance, and type of assistance received.
3. Students must not accept undue assistance from any other person in the preparation and submission of work. Undue assistance would include providing actual adjustments or improvements for a student’s work, or dictating or directing a student to insert particular text. Students may, however, be given advice about the nature and adjustments or improvements to their work.
4. Students must periodically produce appropriate documentation of the development of the work requirement or outcome. This will enable the teacher to monitor the development of the work and to keep a record of the process and to attest that the work is the student’s own.

5. Students must not submit the same piece of work for completion of more than one work requirement.
6. Students must not submit the same piece of work for assessment in more than one outcome, unless specified by the teacher of the unit.
7. Students who knowingly assist another student in a breach of rules may be penalised.

Computer Use:

When students use a computer to produce a work requirement or outcome or school-assessed task, it is the student's responsibility to ensure that:

- * there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- * hard copies of the work in progress are produced regularly to meet drafting and authentication requirements: and
- * each time changes are made the work is saved onto a back-up disk. The back-up disk should not be stored with the computer.
- * each student must be aware that 'computer malfunction' will not be accepted as an excuse for failing to meet deadlines.

3. AUTHENTICATION POLICY

It is the student's responsibility to demonstrate to the teacher that the work submitted for assessment is their own.

They can do this by:

- ◆ Regular consultation with the teacher.
- ◆ Submitting drafts and plans of the work.
- ◆ Allowing observation of the work by the teacher in class.
- ◆ Acknowledging sources of assistance.

If there is a concern that the work submitted is not the student's own then the following procedures may be invoked.

- ◆ The student may be asked to an interview with the unit teacher and the KLA coordinator to provide evidence in the form of drafts and plans that the work is their own. The students may be asked to demonstrate their understanding of the work submitted.
- ◆ If the teacher and the KLA coordinator are not convinced that the work is authentic then they will consult with the principal and VCE coordinator and the student may be required to re do the work requirement / Outcome/ School-assessed coursework task.
- ◆ Alternatively after consultation with the Principal and/or the VCE coordinator, the student's work may not be accepted and the student would be given an N for the work requirement or outcome or an NA for the school-assessed task.

The student has the right to appeal a decision of the school. They should contact the VCE coordinator to lodge an appeal within 14 days of notification of the decision of the principal.

4. DEADLINES FOR ASSESSMENT TASKS AND OUTCOME RELATED WORK

Students who fail to submit an assessment task after the teacher set deadline can be given an extension (or until the end of the semester if the deadline is within the last two weeks of the semester) to submit the work. It is up to the teacher of the unit as to whether an extension will be given and the length of the extension.

If a student is given an extension, it then becomes their responsibility to have the 'Extension of Work' form filled in. This form must be signed by the Student, Unit Teacher, Level Coordinator and Parent and returned with the completed work.

If a student fails to meet the extension deadline and/or has failed to reach a satisfactory standard with the submitted work, a letter will be sent home warning parent(s) of this fact.

Students should be warned that any work completed after a set deadline will not be awarded a grade but only judged as to whether it is of a satisfactory or unsatisfactory standard.

5. ASSESSMENT OF VCE UNITS 3 AND 4

Unit 3 and 4 studies will have both school assessment and examination(s). All unit 3 and 4 studies will have externally set exams. Some studies have one exam whilst other studies, mainly those in the Maths and Science areas, have two exams. There will be three assessments reported as grades (A+ to E;UG) for each study. These three assessments will be two school assessed coursework marks and one exam mark or one school assessed coursework mark and two exam marks.

6. SCHOOL ASSESSED COURSEWORK (SAC)

With the introduction of revised VCE courses, the term 'School Assessed Coursework' has become part of the language used in relation to VCE assessment. SAC's will be made up of a number of assessment tasks and will be completed mainly in class time and then collected and corrected by the teacher at the end of the task. The mark awarded to the student by the subject teacher will be statistically moderated at the end of the year and consequently change from the mark originally given.

Teachers will give students prior warning of the date, nature of the task and the length of the task for all 'School Assessed Coursework' that will be held.

What happens if a student is absent for SAC?

POLICY

It is inevitable that at some stage throughout any particular year a number of students will be absent from school when a SAC is being held, especially when it is taken into account that some SACs are held in each lesson over a two week period in some subjects.

If a VCE student misses a SAC for a school related reason (e.g. Sport, Debating, Excursion etc) the student must be given the chance to complete the SAC or a similar SAC at a mutually agreeable time to the student and the subject teacher.

If a student misses a SAC through illness and can produce a Doctors Certificate, they must be given the chance to complete the SAC or a similar SAC at a mutually agreeable time to the student and the subject teacher.

If a student misses a SAC through illness but doesn't go to a doctor, they must make sure that a parent (or guardian) contacts the School (preferably the VCE Coordinator) early in the school day (before the SAC is being held). If this happens the student will be given the chance to complete the SAC or a similar SAC at a mutually agreeable time to the student and the subject teacher.

If a student misses a SAC through exceptional pressing family circumstances that are accepted by the Principal, they will be given the chance to complete the SAC or a similar SAC at a mutually agreeable time to the student and the subject teacher. Hopefully, if some such circumstances do occur, the family will make every effort to contact the school prior to the SAC.

However, if a student misses a SAC and there has been no parental contact with the school to give a reason for the absence, the student will not be given the chance to catch up on the time missed. The student will be given zero marks for the work missed and in some cases may have to complete extra work to satisfy those parts of the outcome that the SAC was covering.

Consequently, if a student is in a situation where they are going to be absent from a SAC on a particular day, they must ensure that a parent (or guardian) contacts the school before the time of the SAC to give a reason for the absence.

7. 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 on 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.

8. HONOURS POLICY

In unit 1 and 2, students must obtain an A grade or higher in 50% or more of the assessment tasks and a B grade or higher in the other assessment tasks of a particular unit to gain an honour in that unit.

9. 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 VCE 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.

**VET
VCAL**

V.E.T IN SCHOOLS PROGRAM

VET (Vocational Education and Training) programs are vocational studies approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students.

The V.E.T 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.

V.E.T 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.

V.E.T students have the opportunity to combine work and studies.

V.E.T. gives students seeking to enter the workforce an effective preparation, through the combination of industry specific studies at school and on-the-job training via an industry work placement.

V.E.T. students gain an understanding of what's involved in the operation of a business.

V.E.T. assists students develop general work skills e.g. communications and interpersonal skills, ability to work unsupervised or in a team, etc.

V.E.T students gain understanding and skills that are vocationally relevant.

V.E.T. students gain industry specific skills.

V.ET. students increase their confidence and self-esteem.

V.E.T. students receive on the job training and first hand experience.

V.E.T. students increase their employment opportunities.

V.E.T students achieve a nationally recognised certificate that employers recognise and value.

V.E.T. units 3 & 4 are assessed as other VCE units as well as for V.E.T. competencies.

The following V.E.T programs will be offered at Rutherglen High School in 2008:.

- Certificate II in Hospitality (Operations)
- Certificate II in Engineering

VCE VET HOSPITALITY (OPERATIONS)

VCE VET programs:

Program 1: Minimum Certificate II program

Program 1 consists of a minimum of 11 units of competence. Five of these are core units of competence that must be achieved by all students undertaking the program. At least six further units of competence are to be selected from the list of electives provided. In choosing electives, two requirements must be met:

At least four of the six electives must be drawn from units of competence in the Hospitality functional areas.

Together with the core units the electives must make up a program of at least 185 nominal hours.

On successful completion of this program, students are eligible for:

The award of THH 21802 Certificate II in Hospitality (Operations)
Recognition for two VCE VET units at Unit 1-2 level.

Program 2: Extended program

Program 2 consists of: Five core units of competence and a minimum of six elective units of competence, selected as prescribed for Program 1, with a minimum of 185 nominal hours
Additional units of competence selected from the list designated as the Unit 3-4 sequence, comprising 185-215 nominal hours.

The total program must involve between 375 and 400 nominal hours.

On successful completion of this program, students are eligible for:

The award of THH21802 Certificate II in Hospitality (Operations)

The award of a Statement of Attainment documenting achievement of units of competence that can contribute to completion of Certificate III or a higher qualification.

Recognition for four VCE VET units, two at Unit 1-2 level and two at Unit 3-4 level.

Program duration

The VCE VET Certificate II in Hospitality program has a nominal duration of:

Program 1 Certificate II in Hospitality (Operations) minimum of 185 hours

Program 2 Certificate II in Hospitality (Operations) with selected units of competence leading to Certificate III in Hospitality (Operations) 375-400 hours.

Study Score

A Study Score is available for Program 2. To be eligible for a Study Score students must:

Achieve all the units of competence selected, up to the maximum nominal hours specified for the program

Be assessed in accordance with the tools and procedures specified in the current Hospitality (Operations) Assessment Guide.

Undertake an examination in the November examination period.

Work Placement

The VCAA has determined that work placement is an appropriate and important component of all VCE VET programs.

Work placement complements the structured training undertaken at the school/RTO. It provides the context for:

Enhancement of skills development

Practical application of industry knowledge

Assessment of units of competence as determined by the RTO

Increased employment marketability

The VCAA strongly recommends that students be given the opportunity to gain an understanding of the industry and to enhance their acquisition of skills and knowledge through work placement. The minimum recommended work placement for Program 1 is ten days. The minimum recommended work placement for Program 2 is 20 days.

VET ENGINEERING CERTIFICATE II

Students undertaking this course upon completion will have gained Certificate II Engineering. This program is at a specified Certificate level within the Australian Qualifications Framework. It is recognised by the State Training Board.

It is suitable for students who aim to go on to training in areas such as mechanics, builders, filters and turners, welders and sheet metal work.

It is provided in conjunction with Wangaratta TAFE. Students will be expected to complete up to 10 days practical training a year to complete specific units.

The course is competency based and students will need to be competent in all areas.

A suggested program is set out below. Note track differences for Year 11 students.

Year level	Course	TAFE Unit
10	Metal (2 semesters)	1.2 OHS in Work Environment 18.1 Use hand tools 18.2 Use power tools
	Work Education	VBN 768 Individual career plan
	I.T. (1 semester)	VBN 772 Use computers for engineering work
11 & 12	VCE D&T Or VET Engineering at RHS Introduction to Further Maths	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 (10 days)	VBN 778 Produce basic engineering components and products
12	Wangaratta TAFE (10 days)	VBN 779 Perform cutting, grinding and turning operations

COSTS

There are transport costs related to attendance at Wangaratta TAFE and Work Placements as well as material costs of approximately \$80.

APPLICATION

Students need to apply formally by completing the application form (available from Year level co-ordinator) and attending an interview with the teachers concerned.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASbA)

A part-time school based apprenticeship is another VCE Pathway Option. It is a new way of receiving training, while still at school and get paid for it.

Who can become an Australian School-based Apprentice?

An Australian School-based Apprentice can be any one aged 15 years or over

What is required to complete a School-based Apprenticeship?

You will generally complete approximately 200 days of training on-the-job, off-the-job and paid employment over 2 to 3 years. Below is a sample program for a student undertaking a part-time school-based apprenticeship with their VCE. (Note this is only a sample. Sometimes, for example, there is no off the job training.)

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat or Sun
Term Schedule	VCE studies at school	VCE studies at school	VCE studies at school	Paid work and training on the job	VCE studies at school	Paid work and training on the job

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat or Sun
School Holiday Schedule	On holidays	On holidays	On holidays	Off the job training	On holidays	Paid work and training on the job.

How will it affect my VCE?

The apprenticeship will count towards your VCE. It may count for 2 units (ie Unit 1 & 2) or it may count for 4 units and could be included in your enter score. It is best to discuss this with the careers teacher.

What programs are currently available?

There are programs currently available in the following industries

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing
- Horticulture
- Hospitality
- Information Technology
- Retail
- Sport & Recreation

If I currently work part-time can I also do an apprenticeship?

We do not suggest that you do both but you may be able to convert your part-time work into a part-time apprenticeship. That means you will still work but you will also get a nationally recognized certificate that will count towards your VCE. See the careers teacher if you would like to convert your part-time work.

VCAL (Victorian Certificate of Applied Learning)

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. 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.

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 will include specific units of vocational training based on V.E.T. programs. There will be an additional cost for VET courses undertaken.

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.

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, teamwork and other skills important for life and work.

Students will need to consider their future when doing course selection for Years 11 and 12.

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 VCAL co-ordinator.

An example of a VCAL student's Year 11 Course Selection may include:

- Mathematical Methods **OR** Further Mathematics 1 & 2
- VCAL Literacy based on the outcomes of VCE English Units 1 & 2 **OR** students could choose to do VCE English Units 1 & 2
- VCAL personal development skills
- VCAL work related skills **AND/OR** Industry & Enterprise
- 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 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.

YEAR 12

ACCOUNTING : UNIT 3

DOUBLE ENTRY FOR TRADING BUSINESSES

COURSE DESCRIPTION

This unit focuses on accounting and financial issues of a small trading business operating as a sole proprietor and introduces the double entry accounting system. Students are required to use information technology to prepare information for recording.

OUTCOMES

1. Record and report financial information using the double entry accrual-based system for a sole proprietor business manually and using information technology.
2. Analyse the accounting issues of asset valuation, revenue recognition and depreciation alternatives and explain how these issues affect financial reports.

AREAS OF STUDY

1. Accounting principals
2. Double entry accounting
3. G.S.T.
4. Balance day adjustments

ASSESSMENT

School assessed coursework contributes 17% to the final assessment. Mid-year examination contributes 33% to the final assessment.

HOMEWORK

Four hours per week which includes completing unfinished class work and revision.

ACCOUNTING : UNIT 4

PLANNING, CONTROL & DECISION MAKING

COURSE DESCRIPTION

The focus of this unit is on accounting information for management. It further develops the role of accounting as an information system.

OUTCOMES

1. Record and report using the double entry accrual based system, and use the reports to evaluate a business.
2. Analyse accounting issues affecting financial reports.
3. Select and use financial and key performance indicators to evaluate the performance of a business.

AREAS OF STUDY

1. Double entry accounting
2. Stock control
3. Subsidiary ledgers
4. Debtor and Creditor control
5. G.S.T.
6. Budgets.
7. Decision making

ASSESSMENT

School assessed coursework contributes 17% to the final assessment. End of Year examination contributes 33% to the final assessment.

HOMEWORK

Four hours per week which includes completing unfinished class work and revision.

AGRICULTURAL AND HORTICULTURAL STUDIES - UNIT 3

DESCRIPTION

Technology refers to the equipment, techniques and processes that can be used to maintain and enhance efficiency and effectiveness of agriculture and horticultural systems. To achieve sustainable agriculture and horticulture operators need to be aware of available technology. This includes current and new and improved technologies.

This unit focuses on a range of technology that are currently used by commercial agricultural and horticultural businesses and reviews areas where change and innovation are occurring.

Students should focus on any one or two commercial agricultural and/or horticultural businesses.

Some examples are: Broad acre grazing of animals, irrigated cropping, glasshouse production of flowers, field growing of fruit and/or vegetables, grape production and aquaculture crops.

AREAS OF STUDY 1: Current Technology

This unit focuses on technology commonly used in agriculture and/or horticulture. By using a case study students will focus on the technologies by one or two fully commercial business. The area of study also includes techniques used by businesses to modify climate, soil/growing media and topography. It also looks at how soil and water resources, pests and weeds are managed.

Outcome 1

On completion of this unit students should be able to discuss a range of technologies commonly used in agriculture and/or horticultural businesses and by a specific business. Also be able to explain the relationship between decision making and the application of technology that may affect the outputs of a business.

AREA OF STUDY 2: New and Emerging Technology

This unit focuses on new and emerging technology that has only been adopted by a small number of agricultural and/or horticultural businesses. Students should access publications and the internet to research this area.

Outcome 2

On completion of this unit the students should be able to describe the range and evaluate the predicted impact of innovations that are likely to affect a specific business in the near future.

AREA OF STUDY 3: Business Design

This area focuses on the design of a small business project plan, including aspects of production, marketing and financial planning. Planning for risk management is also included. Example of businesses include: Designing and installing a garden, managing poultry for fresh eggs, rearing sheep for wool or meat production, seedling production, yabby breeding, horse agistment or managing a crop to produce a thing like grapes, oil or fruit

Outcome 3

On completion of this unit students should be able to design and implement a business plan for their own small business which involves the management and care of living plants or animals.

ASSESSMENT

The award of satisfactory will be based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit. The decision will be made on the teacher's overall performance on assessment task design for the unit.

AGRICULTURAL AND HORTICULTURAL STUDIES

UNIT 4: SUSTAINABLE MANAGEMENT

DESCRIPTION

This unit focuses on the management of agricultural and/or horticultural systems within the context of ecological sustainability. It looks at issues associated with land, plant and animal management. Students are expected to apply these principles and concepts to a range of situations.

AREA OF STUDY 1: Business implementation and evaluation

This unit focuses on continued operation of the small business project students commenced in Unit 3. They continue to monitor its progress and record the production skills used in the operation. Students will then evaluate their performance of the business against the business plan and make recommendation for improvement.

Outcome 1

On completion of this unit the student should be able to monitor the continued operation of the small business project and evaluate and report on its operation and outcomes in relation to the business plan.

AREA OF STUDY 2: Sustainability in agriculture and/or horticulture

This area of study focuses on concepts of sustainability and how they relate to productivity. The ability to identify, rectify and prevent environmental degradation. Involves an understanding of how ecological and production management practices work together to create sustainable business.

Outcome 2

On completion of this unit students should be able to evaluate resource management practices within agriculture and/or horticulture.

AREA OF STUDY 3: Resource management and maintenance

This area focuses on resource management practices within agricultural and/or horticultural systems and the role of government agencies.

Outcome 3

On completion of this unit students should be able to apply and analyse the concepts of sustainability to resource management in agriculture and/or horticultural business.

ASSESSMENT

The award of satisfactory completion for a unit is based on the decision that the student demonstrates achievement of a set of outcomes specified for the unit. The decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit.

ART : UNIT 3

COURSE DESCRIPTION

Art allows students to express themselves in a visual manner. They are encouraged to experiment in ideas and mediums and style. They are exposed to a range of art concepts and study the work of artists both past and present.

OUTCOMES

Students will be required to produce a broad and innovative folio of work. They are to trial and experiment with a range of media and techniques. The folio should reflect the students ideas, directions and individual concepts. They must document the development of their work through the use of a Visual Diary.

The course looks at art produced in two different periods, pre 1970 and post 1970. Students shall compare the work produced by artists from these periods and make personal evaluations of the content and messages conveyed.

AREAS OF STUDY

Art Production: **INVESTIGATION AND INTERPRETATION**

Art Appreciation: **INTERPRETING ART**

ASSESSMENT

Students shall write a research paper. It will be written over three periods under test conditions. This will constitute the **S.A.C.**

EXCURSIONS

It is anticipated that students will travel to Melbourne, Albury and possibly Canberra to view exhibitions and galleries.

HOMEWORK

Students would be expected to spend additional time on their Artwork. A reasonable amount would be a minimum on 2 hours per week on practical folio work and a minimum of 1 hour on research and appreciation.

ART: UNIT 4

COURSE DESCRIPTION

The Unit 4 course consolidates the skills and concepts developed in Unit 3. Students are expected to provide greater insight and personal interpretation in discussing artworks. Their practical folio should display a maturity and development of a personal style.

OUTCOMES

Students are to take the experimental body of work produced in unit 3 and consolidate it into an articulate and personal folio of artwork. Presentation must document the evolution of ideas, concepts and skills through a range of innovative visual solutions. The assessment of the entire body of work from units 3 and 4 forms 50% of the overall subject score. Students will explore the meanings and messages of art from differing periods. Skills in personal analysis and interpretation as well as effective communication are developed.

AREAS OF STUDY

Art Production: **REALISATION AND RESOLUTION**

Art Appreciation: **DISCUSSING AND DEBATING ART**

ASSESSMENT

The assessment of the entire body of folio work from Units 3 and 4 forms 50% of the overall subject score.

Students shall undertake a 50 minute test [S.A.C.] on comparing and contrasting artists' works.

A formal 1 ½ examination is held at the end of unit 4 in which students will be expected to respond to issues in art. The exam result represents 30% of the overall subject score.

EXCURSIONS

It is anticipated that students will travel to Melbourne, Albury and possibly Canberra to view exhibitions and galleries.

HOMEWORK

Students would be expected to spend additional time on their Artwork. A reasonable amount would be a minimum of 2 hours per week on practical folio work and a minimum of 1 hour on research and appreciation.

BIOLOGY: UNIT 3

Signatures of Life

COURSE DESCRIPTION

In this unit students consider the molecules and biochemical processes that are indicators of life.

AREAS OF STUDY

1. Molecules of Life

Key knowledge

- The chemical nature of the cell
- The role of organelles and plasma membranes in the packaging and transport of biomolecules
- The nature of biochemical processes. Eg energy requirements and transformations, enzymes as catalysts
- Applications of molecular biology in medicine including design of drugs and in medical diagnosis.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate evidence from practical investigations relating to biochemical processes

2. Detecting and Responding

Key knowledge

- Co-ordination and regulation
- Detecting 'self' and 'non-self' molecules
- Physical and chemical barriers to infection in plants and animals
- Immune response
- Disorders of the immune system
- Acquired immunity

Outcome 2

On completion of this unit the student should be able to describe and explain co-ordination and regulation of an organism's immune responses to antigens at the molecule level.

ASSESSMENT

- a) School assessed coursework which includes practical work - 17%.
- b) External mid-year exam - 33%.

HOMEWORK

Students are expected to complete two to three hours of homework per week.

BIOLOGY: UNIT 4

Continuity and Change

COURSE DESCRIPTION

In this unit students examine evidence for evolution of life forms over time.

AREAS OF STUDY

1. Heredity

Key knowledge

- Molecular genetics
- Tools and techniques used in DNA manipulation
- Transmission of heritable characteristics
- Cell reproduction
- Variation
- Patterns of inheritance

Outcome 1

On completion of this unit the student should be able to analyse evidence for the molecular basis of heredity, and patterns of inheritance.

2. Change over time

Key knowledge

- Change in populations
- Natural selection as a mechanism of evolution
- Geological time, evidence and patterns of evolution
- Human evolution
- Human intervention in evolutionary processes

Outcome 2

On completion of this unit the student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

ASSESSMENT

a) School assessed coursework which includes practical work - 17%.

b) External examination - 33%.

HOMEWORK

Students are expected to complete two to three hours of homework per week.

CHEMISTRY: UNIT 3

CHEMICAL PATHWAYS

AREA OF STUDY ONE: CHEMICAL ANALYSIS

In this area of study students use a variety of analytical techniques to analyse products in the laboratory. They conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. They are also introduced to instrumental analytical techniques of spectroscopy and chromatography. Students review and apply their understanding of stoichiometry as they complete calculations related to their practical investigations. Students relate the operation of the analytical techniques and instruments to the chemical structures of the materials which are being analysed.

OUTCOME 1

On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analyses.

AREA OF STUDY TWO: ORGANIC CHEMICAL PATHWAYS

In this area of study students investigate systematic organic chemistry including starting materials for particular reaction pathways. Students use molecular models and conduct simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. Students investigate the use of biochemical fuels. They design reaction pathways to prepare organic compounds from given starting materials. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

OUTCOME 2

On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

ASSESSMENT

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and a mid-year examination. For Unit 3 / 4 Chemistry, the school assessed coursework for Unit 3 will contribute 17% to the final score study score whilst the mid-year exam will contribute 33% to the final study score.

HOMEWORK

It is expected that each student will complete set work as well as revise work in out of class times. Although the amount of time needed to be spent on this subject will vary from student to student, it is expected that at least three hours per week would be needed for a student to keep up with the required work and maintain a revision timetable.

CHEMISTRY: UNIT 4

CHEMISTRY AT WORK

AREA OF STUDY ONE: INDUSTRIAL CHEMISTRY

This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogenous equilibria. They conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chateliers Principle to explain their results.

Students explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals.

One chemical selected from ammonia, ethene, sulfuric acid or nitric acid is studied in detail.

OUTCOME 1

On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

AREA OF STUDY TWO: SUPPLYING AND USING ENERGY

This area of study focuses on use of different energy resources. Students evaluate the extent of the reserve of some of these resources, how each resource is used and the advantages and disadvantages of their continued use. Students conduct experiments using calorimeters to measure the energy of chemical reactions.

The electrochemical series is a useful tool in the prediction of redox reactions in aqueous solution. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. They extend their study of stoichiometry with the application of Faraday's laws to solve problems involving quantitative calculations for electrolysis reactions.

OUTCOME 2

On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

ASSESSMENT

The student's level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination. For Unit 3 / 4 Chemistry, the school assessed coursework for Unit 4 will contribute 17% to the final score study score whilst the end-of--year exam will contribute 33% to the final study score.

HOMEWORK

It is expected that each student will need to spend at least 3 to 4 hours per week in out of class time on this subject. This will allow each student to keep up with the required set work as well as revise work covered earlier in the unit.

DESIGN AND TECHNOLOGY: UNITS 3 & 4

This study is designed to enable students to:

- Develop an understanding of design and product development;
- Identify design problems and develop solutions through the design and production processes;
- Acquire knowledge of the origins and properties of a broad range of processed and unprocessed materials;
- Understand the relationship between the properties of materials and their selection and use as part of the design process;
- Acquire, extend and apply a range of practical skills related to design, safe use of tools, equipment and machines and develop an understanding of the process used in manipulation materials;
- Develop an understanding of how technological advancement is affected by the relationship between values and human needs;
- Develop skills in oral, written and graphic communication of information (including electronic methods) related to product design and development in the use of materials;
- Develop sequential planning, organisational and efficient work skills and practices;
- Develop an understanding of different manufacturing methods and processes applied in a range of settings;
- Develop an understanding of the social and environmental implications of the production, efficient use and disposal of materials and products;
- Develop skills in evaluation of products and processes using specified criteria

STRUCTURE OF STUDY

UNIT 3 – PRODUCT DEVELOPMENT

OUTCOMES

1. Be able to explain the role of a designer and how products are designed and produced to meet the needs of a client.
2. Be able to explain how products are designed and produced within an industrial/commercial setting.
3. Be able to develop a product for a client and produce a folio that documents the procedure and decision making process in addressing the requirements of a design brief.

AREAS OF STUDY

1. The designer, client and user in product development.
2. Product development in industry.
3. Designing for others.

ASSESSMENT

School Assessed Coursework

School Assessed tasks

End of Year Examination

HOMEWORK

Students will be expected to complete approximately three hours per week in areas of design and research.

EXCURSIONS AND OTHER EXPENSES

Students will be required to meet the cost of materials used.

UNIT 4 – PRODUCT EVALUATION AND MARKETING

OUTCOMES

1. Be able to analyse similar product types through a comparison of innovative features, aesthetic appeal, function and user needs. Economic, social and environmental benefits and costs will also be identified.
2. Be able to competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently.
3. Be able to evaluate the outcomes of the design and production activities and promote the product's design features to the client and/or end user.

AREAS OF STUDY

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation and promotion

ASSESSMENT

School Assessed Coursework

School Assessed task

End of Year Examination

HOMEWORK

Students will be expected to complete approximately three hours per week in areas of design.

EXCURSIONS AND OTHER EXPENSES

Students will be required to meet the cost of materials used.

ECONOMICS: UNIT 3

ECONOMIC ACTIVITY AND OBJECTIVES

COURSE DESCRIPTION

A macro-economic view of the Australian economic system and the government's economic goals.

AREAS OF STUDY

The course aims to give students an overall understanding of economic activity in Australia and the factors that affect the achievement of the objectives of the Australian economy. The operation of the market and the affect of a variety of demand and supply factors are explained. Students will measure and analyse Australia's performance in terms of economic growth, full employment, price stability, external stability and equity in income distribution.

OUTCOMES

- Explain the operation of the market and the extent it operates freely in Australia.
- Describe the trend, and examine the factors affecting the trend, in the performance of the Australian economy over the past decade in terms of the Australian government's objectives.

ASSESSMENT

- A folio of Applied Economic Exercises.
- Structured Question Test.

HOMEWORK

Students have regular exercises to complete that will require at least 2 - 3 hours work outside class time per week.

ECONOMICS: UNIT 4

ECONOMIC MANAGEMENT

COURSE DESCRIPTION

The focus of this unit is the government's management of the Australian economy.

AREAS OF STUDY

This unit covers the nature and operation of the government's macro-economic policy. An examination of the government's budget and its impact as well as the role of the Reserve Bank and other financial organisations in controlling interest rates is central to this study.

Micro-economic policy focuses on the operation of Australia's firms, industries and markets. It looks at issues of competitiveness and efficiency.

OUTCOMES

- To be able to explain the nature and operation of government macroeconomic policy in managing the economy and evaluate its effectiveness.
- To be able to explain the nature and operation of government microeconomic policy in managing the economy and evaluate its effectiveness.

ASSESSMENT

- A research essay that explains the nature and operation of one government policy.
- Two problem solving exercises that examine the operation of government policy.
- A two hour external test in November.

HOMEWORK

Students have regular exercises to complete that will require at least 2 - 3 hours work outside regular classes per week.

ENGLISH: UNIT 3

COURSE DESCRIPTION

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

OUTCOMES

1. On completion of this unit the student should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
3. On completion of this unit the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

AREAS OF STUDY

1. **Reading and responding:** focuses on reading a range of literary texts to develop critical and supported responses.
2. **Creating and presenting:** focuses on reading and writing and their interconnection.
3. **Using language to persuade:** focuses on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media. Also students construct a piece of sustained and reasoned writing in which they put forward a point of view.

ASSESSMENT

Outcome 1

Analyse selected text 30 marks

Outcome 2

Create written text 30 marks

Outcome 3

Analyse language 20 marks

Persuasive writing 20 marks

100 Total marks

HOMEWORK

Students should spend a minimum of four hours per week. This should include reading texts and maintaining reading journals; drafting and redrafting written tasks; preparing and practising oral tasks.

POSSIBLE EXCURSION AND OTHER EXPENSES

Students will be required to purchase individual texts. It may be appropriate to view a film at a cinema or a live production of a play text

ENGLISH: UNIT 4

COURSE DESCRIPTION

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

OUTCOMES

1. On completion of this unit the student should be able to develop and justify a detailed interpretation of a selected text.
2. On completion of this unit the student should be able to draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

AREAS OF STUDY

1. **Reading and responding:** focuses on reading of a range of literary texts to develop critical and supported responses.
2. **Creating and presenting:** focuses on reading and writing and their interconnection.

ASSESSMENT

The student's level of achievement for Unit 4 will be determined by school assessed coursework and an end-of-year examination. The end-of-year examination contributes 50% of the total assessment.

Outcome 1

Written Text Response 50 marks

Outcome 2

Written texts 50 marks

100 Total marks

HOMEWORK

Students should spend a minimum of four hours per week. This should include reading texts and maintaining reading journals; drafting and redrafting written tasks; preparing and practising oral tasks.

FOOD AND TECHNOLOGY: UNIT 3

FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

COURSE DESCRIPTION

This unit requires students to analyse the functions of the components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques.

Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. Students apply safe work practices while preparing food.

Students write a design plan developed from a design brief that they devise. In the design plan, they will apply their knowledge about key foods, properties of foods, tools, equipment, cooking techniques and preservation techniques best suited to a particular context. They make decisions and choices related to their understanding of the brief. In developing this plan, students establish a timeline to complete the set of food items to meet the requirements of the brief in unit 4.

Area of Study 1 – Food Preparation and processing.

This area of study enables students to develop an understanding of key foods and examine their natural food component functions. Students analyse how these properties may impact on food preparation and processing techniques in industry and small-scale production such as domestic settings. Students explore and apply to key foods a range of methods of cooking, food preparation, food processing and food preservation techniques.

Area of Study 2 – Maintaining food safety in Australia.

This area of study enables students to develop an understanding of national, state, and local authorities that govern food laws and standards in ensuring and maintaining food safety in Australia. In the food industry, hygienic and safe work practices apply at all stages in the food chain. Students investigate how these practices apply to the manufacturing stage of the food supply chain, including the labelling of manufactured products. Students examine the causes of food poisoning and the practices followed to prevent food spoilage and food poisoning.

Area of Study 3 – Developing a design plan folio.

This area of study focuses on the development of a design plan to meet the requirements of a specific design brief. Students develop a design brief, investigate its requirements, consider and justify product choices and develop a design plan to be implemented in Outcome 1, Unit 4. Students explore any constraints and considerations, such as the implications of properties of ingredients, processing techniques and specific needs of consumers and incorporate the findings of their research and exploration into their design plan.

Outcome 1: On completion of this unit the student should be able to analyse food preparation and processing techniques for key foods and prepare foods using these techniques.

Outcome 2: On completion the student should be able to describe the role of national, state and local authorities in ensuring and maintaining a safe food supply chain within Australia.

Outcome 3: On completion of this unit the student should be able to develop a design plan folio that effectively satisfies the requirements of the design brief.

ASSESSMENT

The level of achievement in Unit 3 will be determined by school-assessed coursework, a school assessed task and an end of year examination.

School assessed coursework for Unit 3 will contribute 15% to the study score.

ADDITIONAL EXPENSES.

The cost of food used during these unit needs to be met by the student. They will be required to pay for foods that the school purchases for production tasks or be required to purchase their own ingredients.

FOOD AND TECHNOLOGY: UNIT 4

FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

COURSE DESCRIPTION

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.

Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.

Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

Area of Study 1 – Implementing a design plan.

This area of study focuses on the application of design and product development processes. Students investigate processes and skills necessary to implement their previously developed design plan. They apply their theoretical knowledge of preparation, processing and preserving of food based on the developed plan. Students implement skills of preparation, processing and preserving and appropriately present and evaluate the product. They evaluate the effectiveness and efficiency of production activities in relation to their plan.

Area of Study 2 – Product development.

This area of study considers the types of food product development and the factors relating to these developments. Students examine the process of food product development from the design brief and planning stage to the prototype, production, packaging, labelling, marketing and evaluation of the final product.

Area of Study 3 – New and emerging food trends.

This area of study explores the impact of technology on food production and the development of new and emerging foods. Students investigate the changes in food products available and innovation in product development as a result of consumer needs and expectations. Students also investigate the impact of food production on the environment, especially the disposal of packaging.

OUTCOMES

Outcome 1: On completion of this unit the student should be able to implement the design plan for a set of five to eight food items, and evaluate the outcome of the product against the requirements of the design brief developed in Unit 3.

Outcome 2: On completion of this unit the student should be able to analyse factors related to food product development and explain processes involved in the development and marketing of a food product.

Outcome 3: On completion of this unit the student should be able to analyse new and emerging developments in food production.

ASSESSMENT

The level of achievement for Unit 4 will be determined by school-assessed coursework, a school assessed task and an end of year examination.

School assessed coursework for Unit 4 will contribute 15% to the study score.

School assessed tasks for Units 3 and 4 will contribute 40% to the study score.

The end of year examination will contribute 30% to the study score.

ADDITIONAL EXPENSES.

The cost of food used during these unit needs to be met by the student. They will be required to pay for foods that the school purchases for production tasks or be required to purchase their own ingredients.

FRENCH: UNIT 3

COURSE DESCRIPTION

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

AREAS OF STUDY

1	Narrative writing	Topic:	A personal experience or imaginative story.
2	Comprehension of spoken texts.	Topic:	Attitudes and cultural differences. Education
3	Role-play.	Topic:	Future aspirations
		Topic:	The French Resistance in World War 2.
4	General Conversation.	Topics:	School and home life; family and friends; work, interests and aspirations. Youth
5	Practice for end-of-year written exam:	A)	Understanding and responding in writing, partly in English, partly in French to i) spoken and ii) written texts. (Health and food; Young people and the future)
		B)	Creating original written French.

OUTCOMES

Outcome 1

Express ideas through the production of original texts.

Outcome 2

Analyse and use information from spoken texts.

Outcome 3

Exchange information, opinions and experiences.

ASSESSMENT

- A 250 word personal or imaginative written piece.
- A response to specific questions, messages or instructions, extracting and using information requested.
- A 3-4 minute role-play, focusing on the resolution of an issue.

HOMEWORK

- Continue Areas of Study work; grammar exercises.
- Preparation for School Assessed Coursework.

Approximate time per week (including two private study periods): 3 ½ hours.

FRENCH: UNIT 4

AREAS OF STUDY

1. Comprehension of a variety of written texts. Topic: The Environment / Technology / Immigration
2. Detailed study through spoken and written texts of the language and culture of a French-speaking community. Topic: The French Resistance in World War 2.
3. General conversation. Topics: School and home life; family and friends; work, interests and aspirations.
4. Practice for end-of-year examination: as for Unit 3, Area of Study 5.

OUTCOMES

Outcome 1

Analyse and use information from written texts.

Outcome 2

Respond critically to spoken and written texts which reflect aspects of the language and culture of the French-speaking communities.

ASSESSMENT

A response to specific questions, messages or instructions, extracting and using information requested.

A 250-300 word informative, persuasive or evaluative written response; for example: report, comparison or review
and

A 3-4 minute interview on an issue related to texts studied.

*End-of-year oral exam:

a) General conversation (See Area of study 3 for topics). Time: 7 minutes.

b) Discussion of detailed study. Time: 8 minutes (including one-minute introduction by student).

*End-of-year written exam. (See Unit 3, Area of study 6 description for details).

HOMEWORK

- Continue Areas of Study work.
 - Preparation for School Assessed Coursework and end-of-year exams.
- Approximate time per week (including two private study periods): 3 ½ hours.

GEOGRAPHY: UNIT 3

REGIONAL RESOURCES

COURSE DESCRIPTION

Investigates the nature and distribution of resources, the variations in their use over place and time and their management in a sustainable way at local, regional and global scales.

ASSESSMENT

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse the use and management of water within the Murray Darling Basin region and evaluate its future sustainability.	* a test	25
Outcome 2 Describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.	* practical work exercises	25
	*A report justifying a policy for the future use of a resource	50
	Total Marks	100

AREAS OF STUDY

Use and management of an Australian water resource – the Murray River.
Use and management of a local resource – a National Park

* School assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

FIELDWORK

The major fieldtrip of 3 days duration will be required.
(Approximate cost \$150.00).

HOMEWORK

Students have regular key Geographic Activities to complete. Between 2 – 3 hours is considered appropriate.

GEOGRAPHY: UNIT 4

GLOBAL PERSPECTIVES

COURSE DESCRIPTION

Investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural and human events or processes that have the capacity to affect large areas of the globe.

ASSESSMENT

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.	* a test	25
Outcome 2 Compare and evaluate the effectiveness of responses and policies to manage in global phenomenon from a global perspective.	* an analysis of geographical data	25
	*A report justifying management response to selected phenomena from a global perspective	50
		Total marks 100

AREAS OF STUDY

Earth movements and world population.

* School- assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examination contributes 50% to the final assessment.

HOMEWORK

Students have regular key Geographic Activities to complete. Between 2 & 3 hours is considered appropriate.

HEALTH & HUMAN DEVELOPMENT : UNIT 3

NUTRITION HEALTH & DEVELOPMENT

This unit focuses on the health status of Australians and what determines a person's health. Students will look at the changes in public health and the role of government and non-government initiatives that promote health and development.

AREA OF STUDY 1

Understanding Australia's health

In this area of study students will develop an understanding of the health status of Australians by investigating the burden of disease, researching the health of population groups in Australia and accounting for inequities in health status. Students will explore the determinants of health with particular emphasis on nutrition and food intake and explain the role of nutrition in public health.

AREA OF STUDY 2

Promoting health in Australia

In this area of study, students will consider the changes in public health that have occurred as a result of changes in understanding about health and in health needs over time. Students will examine the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system, the development of National Health Priority Areas and a range of health promotion initiatives. Students will also explore government and non-government initiatives designed to promote health and development. As a basis for evaluating the success of initiatives, students will consider the behavioural, social, economic and environmental determinants that impact on the capacity of individuals to make changes to benefit their health and development.

ASSESSMENT

School assessed coursework for Unit 3 will contribute 25% to the final assessment. Coursework will be a number of tasks used to assess students understanding of various outcomes.

HOMEWORK

Students will be expected to complete at least 3 hours homework each week. This will include reading, completion of class work and completion of tasks used in assessment.

HEALTH & HUMAN DEVELOPMENT : UNIT 4

GLOBAL HEALTH & DEVELOPMENT

This unit enables students to examine the development changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. By comparing similarities and differences in health and developmental outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

AREA OF STUDY 1

Development across the lifespan

This area of study will provide students with the opportunity to explore the interrelationships between health and development and the developmental changes that are common to all individuals as they move through the lifespan. By analysing the impact of inherited and environmental factors students will understand the variations that occur in health and developmental outcomes across population groups.

AREA OF STUDY 2

Promoting health and development globally

In this area of study students will draw comparisons between the burden of disease in developing countries and in Australia, analyse the reasons for the differences and the impact on developmental outcomes. This will provide the basis for students to justify and evaluate strategies or initiatives developed by governments and international agencies to optimise health and development globally. To evaluate strategies effectively, students will also gain an understanding of the key elements of sustainable primary health care.

ASSESSMENT

School Assessed Coursework for Unit 3 will contribute 25% to the final assessment. Coursework will be three assessment tasks to test the student's understanding of various outcomes.

HOMEWORK

Students will be expected to complete at least 3 hours homework each week. This will include reading, completion of class work and completion of tasks used in assessment.

HISTORY: AMERICAN REVOLUTION (1763 - 1789) : UNIT 3

COURSE DESCRIPTION

This unit focuses on the key events and factors which contributed to the revolution in the American colonies during 1763 – 1789. Students will have the opportunity to evaluate why social tensions and ideological conflicts could not be contained within the traditional order. A focus will be made on tensions between the British Government and her American colonies through events including the Boston Tea Party and the Boston Massacre. Agitators and revolutionary groups such as the Sons of Liberty and the Continental Congress will be explored to determine their role in the American colonies fight for independence. Students will focus on the role of revolutionary leaders, in particular the Founding Fathers, such as Thomas Jefferson, Samuel Adams and Benjamin Franklin. The latter part of the unit focuses on the newly independent America. Students will continue their exploration of the ideas, conflicts and hurdles faced by the new society. Some of these event include Shays' Rebellion, Washington's Presidency, and the creation of America's Constitution and Bill of Rights.

OUTCOMES

Areas of Study One:

Revolutionary ideas, leaders, movements and events 1763 – 1776

On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the Revolution from the end of the French – Indian War up until the Declaration of Independence in 1776.

Area of Study Two:

Creating a New Society: 1776 – 1789

On completion of this unit the student should be able to analyse the challenges facing the emerging new order, in which attempts were made to create a new society and evaluate the nature of society created by the Revolution. This time period leads on from the Declaration of Independence to the inauguration of George Washington in 1789.

HISTORY: CHINESE REVOLUTION 1898 – 1976 : UNIT 4

COURSE DESCRIPTION:

This unit focuses on the key leaders, groups, events and factors that contributed to the Wahun Revolution that took place in China in 1911. This event say the end of 3,500 years of imperial rule in china with the overthrow of the Qing dynasty. Students will have the opportunity to study events such as the 100 Days of Reform, Boxer Rebellion, The Shanghi Massacre of 1928 and The Long March. They will also evaluate the role of the provincial warlords, and the leaders of the opposing Nationalist and Communist political groups vying for control of china. The latter part of the Unit focuses on events including The Great Leap Forward, The Hundred Flowers Campaign the Cultural Revolution and the Lorean War that took place during the rule of Mao in communist China.

OUTCOMES

Area Study One:

Revolutionary ideas, leaders, movements and events (1898 – 1949)

On Completion of this unit students will be able to determine whyu revolution occurred. Students will examine the roles of revolutionary leaders, ideas, movements and events. The timeframe of the Area of Study is from the 100 Days of Reform (1898) to the triumph of Mao (1949).

Area Study Two:

Creating a New Society (1949 – 1976)

On completion of the unit, students will be able to explore changes in the new Communist Society under the rule of Mao. The timeframe for this Area of Study is from the communist revolution (1949) to the death of Mao (1976).

ASSESSMENT: UNITS 3 & 4

School assessed course work and end of year examination

Each of the following four assessment tasks must be taken over Unitys 3 & 4

The order in which these tasks will be undertaken will be determined by the class teacher.

- research report
- analysis of visual/written documents
- historiographical exercise
- essay

IT - APPLICATIONS: UNIT 3

COURSE DESCRIPTION

This unit is the study of why information is needed, the ways in which it is processed and managed and the roles of equipment, people and procedures in information handling. Use of software and computers accounts for 20% of the final assessment.

OUTCOMES

Outcome 1

On completion of this unit the student should be able to propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.

Outcome 2

On completion of this unit the student should be able to design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

ASSESSMENT

Outcome 1

Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience

Tasks 1 - A solution and information product in response to a design brief. Students annotate the solution and information product to indicate how the identified decision-making needs are met (40 marks)

And

Task 2 - A project management report that includes the management plan and a record of progress, created using software tools (10 marks)

Outcome 2

Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Task 1 - A Prototype website (30 marks)

And

Task 2 - One of the following that focuses on the evaluation of the prototype and the recommended network requirements for the organisation and one team member: (20 marks)

- a test
- a written report.

HOMEWORK

Worksheets, Chapter Summaries, and text book activities will be completed by the student to reinforce work covered in class.

IT - APPLICATIONS: UNIT 4

ITA U4 AOS1 - Organisations and information needs

ITA Unit 4 Outcome 1

On completion of this unit the student should be able to use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.

ITA U4 AOS2 - Data and information security

ITA Unit 4 Outcome 2

On completion of this unit the student should be able to evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

ASSESSMENT

Outcome 1

Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.

Task 1 - A solution and information product in response to a design brief. Students annotate the solution and information product to indicate how the information needs of an organisation are met.

And

Task 2 - On-screen user documentation (15 marks)

And

Task 3 - A visual representation that retraces the decisions made and actions taken when problem solving, and evaluates the effectiveness of these strategies. (10 marks)

Outcome 2

Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements. (40 marks)

One of the following:

- a written report
- a test
- an annotated visual representation.

ASSESSMENT

School assessed coursework for Unit 3 will contribute 25% to the final assessment. Coursework will be a number of tasks used to assess the ability of the student to complete certain tasks. An end-of-year examination will contribute 50% to the final assessment.

HOMEWORK

Worksheets, Chapter Summaries and Textbook questions will be completed by the student to reinforce work covered in class.

LEGAL STUDIES : UNIT 3

LAW MAKING

COURSE DESCRIPTION

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system.

AREAS OF STUDY

1. Parliament and the citizen

- This area focuses on the principles of the Australian parliamentary system, the passage of a bill through Parliament and effectiveness and flexibility of law-making.

2. Constitution and the protection of rights

- This area focuses on the roles of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament. Methods to change the Constitution and how democratic and human rights are protected are also investigated.

3. Role of the courts

- This area of study focuses the roles played by the courts in law-making, including the reasons and effects of interpretation of statutes by the courts.

OUTCOMES

1. Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which changes can be influenced.

2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

3. Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with Parliament.

ASSESSMENT

School assessed coursework contributes to 25% of the final (unit 3 & 4) assessment. Assessment tasks are designed to ensure students have demonstrated achievement of the outcomes and may include: a case study, structured questions, a test, an essay, a written report, a multimedia presentation or, a folio of articles. An end-of-year examination (units 3 & 4) will contribute to 50% of marks.

HOMEWORK

Students are expected to complete two to three hours of homework per week.

POSSIBLE EXCURSIONS

High Court/ Federal Parliament

LEGAL STUDIES : UNIT 4

LAW MAKING

COURSE DESCRIPTION

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Civil and criminal pre-trial and trial processes and procedures, the operation of the jury system, and operation of the adversary system will be examined

AREAS OF STUDY

1. Criminal processes and civil disputes

- This area focuses on the various jurisdictions and functions of court in the State and Federal court hierarchy, tribunals and alternative methods of dispute resolution.

2. Court processes and procedures

- This area focuses on the elements of an effective legal system. Civil and criminal processes and procedures, alternative dispute resolution, the jury system and the major features of the adversarial and inquisitorial systems of trial are examined.

OUTCOMES

1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.

2. Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

ASSESSMENT

School assessed coursework contributes to 25% of the final (unit 3&4) assessment. Assessment tasks are designed to ensure students have demonstrated achievement of the outcomes and will be selected from: a case study, structured question, a test, an essay, a written report, a multimedia presentation and a folio of exercises. An end-of-year examination (unit 3&4) will contribute 50% of marks.

HOMEWORK

Students are expected to complete two to three hours of homework per week.

POSSIBLE EXCURSION

Supreme Court/State Parliament
Victorian Civil and Administrative Tribunal (VCAT)
Magistrates Court – Wodonga / Wangaratta

LITERATURE : UNIT 3

COURSE DESCRIPTION

This unit explores the use of language in various kinds of texts and the ways in which readers respond to and interpret them. Students are required to demonstrate achievement of three outcomes.

OUTCOMES

1. On completion of this unit the student should be able to analyse how meaning changes when the form of the text changes.
2. On completion of this unit the student should be able to analyse and interpret the views and values of a text in terms of the ideas, conventions and beliefs that the text appears to explore, endorse, challenge or leave unquestioned.
3. On completion of this unit the student should be able to evaluate alternative views of a text and make comparisons with their own interpretation.

AREAS OF STUDY

Adaptations and transformations.

Views, values and contexts.

Considering alternative viewpoints.

ASSESSMENT

Unit 3 contributes 25% to final assessment.

HOMEWORK

Four hours per week.

- Reading and rereading texts.
- Completing Reading Journals.
- Classwork preparation and completion.
- Regular revision of notes.

POSSIBLE EXCURSIONS AND OTHER MAJOR EXPENSES

Purchase of three individual texts as required.

It may be appropriate to visit a live production of a play.

Other forums and lectures applicable to the texts.

LITERATURE : UNIT 4

COURSE DESCRIPTION

This unit builds upon the skills established in Unit 3. Students are required to demonstrate achievement of three outcomes.

OUTCOMES

1. On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response.
2. On completion of this unit the student should be able to evaluate critically the assumptions and assertions made about a literary text and draw comparisons with their own response and interpretation.
3. On completion of this unit the student should be able to analyse aspects of a text, relating those aspects to an interpretation of the text as a whole.

AREAS OF STUDY

1. Literature in the making
2. Views, values and contexts in literature.

ASSESSMENT

Unit 4 contributes 25 % to final assessment.

HOMEWORK

Four hours per week.

- Reading and rereading texts.
- Completing Reading Journals.
- Classwork Preparation and Completion
- Regular revision of notes.

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination which will contribute 50% to final assessment.

POSSIBLE EXCURSIONS AND OTHER MAJOR EXPENSES

Purchase of three individual texts as required.

It may be appropriate to visit a live production of a play.

MATHEMATICS

Mathematics studies at a VCE level are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. They are also designed to promote the students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making use of mathematical ideas, techniques and processes.

Learning Outcomes

It is the underlying principle of all studies in mathematics that all students will satisfy the requirements of the following outcomes:

Outcome 1. Apply Knowledge and Skills. The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.

Outcome 2. Model, Investigate and Solve Problems. The creative application of mathematical knowledge and skills in unfamiliar situations, including real-life situations, which require investigative, modelling or problem solving approaches.

Outcome 3. Use Technology. The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

Advice to students: In choosing to study mathematics at the VCE level, you need to consider the following:

1. The mathematics prerequisites which exist for any tertiary course you might be interested in.

2. A realistic appraisal of your mathematics ability at the end of Year 10 and Year 11.

MATHEMATICS SUBJECTS

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, Science, Medicine where prerequisites require the study of two mathematics subjects at the Year 12 level.

Types of unit choices made at Rutherglen are:

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

FURTHER MATHEMATICS UNIT 3 AND 4

A general course of mathematics which allows students access to a recognised Level 3 and 4 Mathematics subject as well as providing a mathematics for certain University Entrance requirements. Further Mathematics consists of a core unit of work followed by a selection of 3 application units from a selection of five. This enables the student to have access to suitable material which reflects their ability and interest.

Further Mathematics must be taken as a complete Unit 3/4 sequence.

AREAS OF STUDY

Unit 3 and 4

Core Unit: Data Analysis

Applications (Module material), three of the following five to be studied:

Module 1: Number patterns and applications

Module 2: Geometry and Trigonometry

Module 3: Graphs and relations

Module 4: Business related mathematics

Module 5: Networks and decision mathematics

ASSESSMENT OF LEVELS OF ACHIEVEMENT

The student's level of achievement for Units 3 and 4 will be determined by school-assessed course work and two end-of-year examinations. School assessed coursework for Unit 3 will contribute 20 per cent and Unit 4 will contribute 14 per cent to the final assessment. Unit 3 and 4 end-of-year examinations will contribute 66 per cent to the final assessment.

School assessed coursework will consist of :

Unit 3	Project }	40 marks towards SAC
	Analysis Task }	20 marks towards SAC

Unit 4	Analysis Task 1 }	20 marks towards SAC
	Analysis Task 2 }	20 marks towards SAC

Each analysis task will focus on separate applications module and will consist of : an assignment

- or a short and focused investigation
- or a set of application questions
- or item response analysis of multiple choice questions.

MATHEMATICAL METHODS CAS UNITS 3 AND 4

Mathematical Methods Units 3 and 4 is designed for employment and for entrance to University courses where Mathematics is a pre requisite. It is also one of the two mathematical subjects required for specialised courses such as Engineering. Mathematical Methods is considered the mainstream Unit 3 and 4 Mathematics subject. It is a fully prescribed course.

Mathematical Methods Units 3 and 4 (CAS) has the same area of study as Mathematical Methods unit 3 and 4 (Normal). However, the students have access to the use of Computer Algebra Systems calculator. Mathematical Methods Units 1 and 2 (CAS) should be attempted before Mathematical Methods Units 3 and 4 (CAS).

AREAS OF STUDY

Unit 3 and 4

Coordinate geometry

Circular (trigonometric) functions

Calculus – differentiation and integration

Algebra – polynomials; exponentials and logarithms; binomial theorem

Statistics and probability

ASSESSMENT OF LEVELS OF ACHIEVEMENT

The student's level of achievement for Units 3 and 4 will be determined by school assessed course work and two end-of-year examinations. School assessed coursework for Unit 3 will contribute 20 per cent and Unit 4 will contribute 14 per cent to the final assessment. Unit 3 and 4 end-of-year examinations will contribute 66 per cent to the final assessment.

School assessed coursework will consist of :

Unit 3	Project }	40 marks towards SAC
	Analysis Task }	20 marks towards SAC
Unit 4	Analysis Task 1 }	20 marks towards SAC
	Analysis Task 2 }	20 marks towards SAC

Each analysis task will focus on separate applications module and will consist of : an assignment

or a short and focused investigation

or a set of application questions

or item response analysis of multiple choice questions.

SPECIALIST MATHEMATICS UNIT 3 AND 4

Students requiring two Unit 3 and 4 sequences in Mathematics in order to satisfy tertiary entrance requirements will undertake to study Specialist Mathematics Units 3 and 4 in conjunction with Mathematical Methods Units 3 and 4. Engineering Degrees, some Science Degrees and Medicine are some courses which suggest/require the study of Specialist Mathematics. Students are advised to check V.T.A.C. guides on course prerequisites before undertaking study in this subject. Students need a strong mathematical background before selecting Specialist Mathematics. Four units of study in mathematics at the Unit 1 and 2 level is recommended.

AREAS OF STUDY

Coordinate geometry – sketch graphs of functions
Circular (trigonometric) functions – graphs; identities
Complex numbers and complex planes
Calculus - Differential and Integral Calculus
 - Differential Equations
 - Kinematics
Vectors in two and three dimensions
Mechanics

ASSESSMENT OF LEVELS OF ACHIEVEMENT

The student's level of achievement for Units 3 and 4 will be determined by school-assessed course work and two end-of-year examinations. School assessed coursework for Unit 3 will contribute 14 per cent and Unit 4 will contribute 20 per cent to the final assessment. Unit 3 and 4 end-of-year examinations will contribute 66 per cent to the final assessment.

School assessed coursework will consist of :

Unit 3	Analysis Task 1 }	20 marks towards SAC
	Analysis Task 2 }	20 marks towards SAC
Unit 4	Project }	40 marks towards SAC
	Analysis Task }	20 marks towards SAC

Each analysis task will focus on separate applications module and will consist of : an assignment

- or a short and focused investigation
- or a set of application questions
- or item response analysis of multiple choice questions.

MUSIC - SOLO PERFORMANCE: UNIT 3

COURSE DESCRIPTION

VCE Music - Solo Performance is aimed at students who wish to develop a high standard of skills on their chosen instrument. It is a course focused on private practise leading to an end-of-year solo recital, as well as developing student's Aural and music analysis skills. The ability to demonstrate relevant technical skills on their instrument in a solo and group setting is also assessed. It is expected that students undertaking this subject have had at least 2 years or more of tuition on their chosen instrument.

OUTCOMES

- 1.** Students should be able to interpret and perform a range of selected solo and ensemble works in a prepared performance program
- 2.** Students should be able to perform, on their main instrument, technical work and exercises, a study that will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance skills
- 3.** Students should be able to recognise, write and transcribe rhythms, melodies and music
- 4.** Students should be able to analyse an ensemble work through identification and description of musical characteristics

ASSESSMENT

SAC 1 – Prepared Study, technical work and unprepared performance

The student, class teacher and instrumental teacher are required to select an appropriate study, as well as 2/3 technical exercises which display relevant techniques for pieces selected for the end-of-year solo recital. In this SAC students are also required to perform a variety of scales/rudiments and other technical skills designated by the instrumental and classroom teacher. Finally students will complete an unprepared performance in the form of sight-reading, imitation or improvisation. This material will all be assessed in an exam-like setting towards the end of the unit.

SAC 2 – Group Performance:

Regular attendance and contribution to a selected musical group is required for this SAC. Students are assessed on their contribution and ability to blend musically with a group as well as the final performance of a program of prepared works.

** Work is being completed all year that is building towards the student's Solo Recital (50% of total marks) and Aural examinations (25% of total marks) at the end of Unit Four

** This subject has been designed so that most of the student's time is spent rehearsing their performance skills, particularly their demanding pieces selected for solo performance.

HOMEWORK

Private music lessons – Students are required to have regular private lessons on the instrument they have chosen, to ensure that appropriate skills are being learnt to satisfy the VCE subject's requirements.

Practise – Only part of the practise needed on solo performance pieces is to be done in class time. Students need to have an instrument of reasonable quality at home to practise on. Students should practise no less than 3 hours per week on their selected pieces for their solo performance exam.

EXCURSIONS

It is anticipated that students may travel to see some live performances and workshops, as well as visit other local schools completing the same subject to share ideas and assessments.

MUSIC - SOLO PERFORMANCE: UNIT 4

COURSE DESCRIPTION

This subject is designed to follow Unit 3 Solo Performance and involves students refining their instrument skills further and completing their pieces they have been studying for their solo recital since the beginning of the year. Students will complete final preparations for their Solo and Aural examinations as well as complete a Technical Work SAC and Group Performance SAC.

OUTCOMES

- 1.** Students should be able to interpret and perform accurately and artistically selected solo works in a range of styles and/or characters, and contribute interpretation in an ensemble in prepared programs.
- 2.** Students should be able to demonstrate achievement of a range of performing techniques on their main instrument in order to enhance artistry in performance.
- 3.** Students should be able to recognise, write and transcribe rhythms, melodies and music.
- 4.** Students should be able to analyse music through identifying and describing musical characteristics in a selected group work, and make critical responses to that work.

ASSESSMENT

SAC 1 – Technical work and unprepared performance

The student and their instrumental teacher are required to select appropriate technical exercises displaying relevant techniques for pieces selected for the end-of-year solo recital. Students are also required to perform a variety of scales/rudiments and other technical skills designated by the instrumental and classroom teacher. Students will complete an unprepared performance in the form of sight-reading, imitation or improvisation. This material will all be assessed in an exam-like setting towards the end of the unit.

SAC 2 – Group Performance:

Regular attendance and contribution to a selected musical group is required for this SAC. Students are assessed on their contribution and ability to blend musically with a group as well as the final performance of a program of prepared works.

** Work is being completed all year that is building towards the student's Solo Recital (50% of total marks) and Aural examinations (25% of total marks) at the end of Unit Four

HOMEWORK

Private music lessons – Students are required to have regular private lessons on the instrument they have chosen, to ensure that appropriate skills are being learnt to satisfy the VCE subject's requirements.

Practise – Students should be spending most of unit four putting the 'finishing touches' on their pieces for their solo recital. Students will need to be practising no less than 3 hours a week.

EXCURSIONS

It is anticipated that students may travel to see some live performances and workshops, as well as visit other local schools completing the same subject to share ideas and assessments.

MUSIC - GROUP PERFORMANCE: UNIT 3

COURSE DESCRIPTION

This subject is aimed at students who wish to develop their performance skills in an ensemble context. It includes developing skills in part-writing or improvisation, these are the essential tools needed to develop as a group musician, and commitment to these items is imperative. Music theory and aural training play a large role in the development of the above skills, as well as being testing individually.

OUTCOMES

- 1.** Students are expected to perform works from a range of musical styles with technical accuracy and control, and stylistic awareness in an ensemble context.
- 2.** Students are expected to analyse elements that affect their ensembles performances and select strategies to develop and optimise their ensembles performances.
- 3.** Students are expected to identify, re-create, transcribe and evaluate melodic, harmonic, rhythmic and structural characteristics of musical excerpts in ensemble contexts using traditional pitch notation.

ASSESSMENT

SAC 1 – Aspects of Music Exam.

The students shall complete an exam that tests their understanding of the strategies and techniques that they will use for preparing and presenting their ensembles performances.

SAC 2 – Written, Aural and Practical exam.

Students identify, recreate, transcribe evaluate and sing/hum or play melodic, harmonic, rhythmic and structural characteristics of musical excerpts in an aural, written and practical test.

** Students will complete an End-of-Year 'Live' Group Performance Examination in front of a panel of examiners. This examination accounts for 75% of students marks for the whole year.

HOMEWORK

Private music lessons – Students are required to have regular private lessons on the instrument they have chosen, to ensure that appropriate skills are being learnt to satisfy the VCE subject's requirements.

Practise – Only part of the practise needed on selected pieces is to be done in class time. Students need to have an instrument of reasonable quality at home to practise on. Students should practise no less than 3 hours per week on their selected pieces for their group performance exam. **Regular and supervised group rehearsals are mandatory. Students must have the initiative to organise these rehearsals.**

EXCURSIONS

It is anticipated that students may travel to see some live performances and workshops, as well as visit other local schools completing the same subject to share ideas and assessments.

MUSIC - GROUP PERFORMANCE: UNIT 4

COURSE DESCRIPTION

Students will be enhancing the performance of their group program ready for their end-of-year examination. Students will continue to develop their part-writing and improvisation skills as well as their theory and Aural skills.

OUTCOMES

- 1.** Students should be able to perform a program of works from a range of styles with technical accuracy, control, and flexibility through stylistic understanding in an ensemble context.
- 2.** Students should be able to use part writing techniques to create an arrangement or prepare and present an improvisation and analyse the techniques used in creating the arrangement or improvisation.
- 3.** Students should be able to identify, re-create, transcribe and evaluate melodic, harmonic, rhythmic, structural and stylistic characteristics of musical excerpts in ensemble contexts.

ASSESSMENT

SAC 1 – Part-writing (including analysis of the arrangement) or Improvisation (including analysis of the improvisation)

Students will complete a composition/arrangement and analysis or an improvisation and analysis.

SAC 2 – A written and practical Aural Test

Students identify, recreate, transcribe and evaluate melodic, harmonic, rhythmic and structural characteristics of musical excerpts in ensemble contexts in the form of an Aural and written test.

** Students will complete an End-of-Year 'Live' Group Performance Examination in front of a panel of examiners. This examination accounts for 50% of students marks for the whole year.

* Students have an Aural and written exam worth 25% of the whole year.

HOMEWORK

Students are required to do home work in order to complete their arrangement/ improvisation and the analysis.

Private music lessons – Students are required to have regular private lessons on the instrument they have chosen, to ensure that appropriate skills are being learnt to satisfy the VCE subject's requirements.

Practise – Only part of the practise needed on selected pieces is to be done in class time. Students need to have an instrument of reasonable quality at home to practise on. Students should practise no less than 3 hours per week on their selected pieces for their group performance exam. **Regular and supervised group rehearsals are mandatory, students must have the initiative to organise these rehearsals.**

EXCURSIONS

It is anticipated that students may travel to see some live performances and workshops, as well as visit other local schools completing the same subject to share ideas and assessments.

PHYSICAL EDUCATION

UNIT 3: THE PHYSIOLOGY OF FITNESS

COURSE DESCRIPTION

This unit introduces students to an understanding of physical activity from a physiological perspective. It examines the concept of physical fitness, and the contribution of energy systems as well as the health benefits to be gained from participation in regular physical activity.

OUTCOMES

1. Analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
2. Analyse the role and the relative contribution of the energy systems during physical activity.

AREAS OF STUDY

1. Monitoring and promotion of physical activity
2. Physiological requirements of physical activity.

ASSESSMENT

School assessed coursework (SAC) will contribute 25% to the final assessment. Assessment tasks may include written reports, structured questions, case study analyses, video and data analyses, laboratory reports and short answer tests.

HOMEWORK

It is expected that students complete between 2 - 3 hours of homework per week, preparing for school assessed coursework and reviewing class work.

EXCURSION

Students may be required to attend a laboratory activity at Wangaratta, Goulburn Ovens Institute of TAFE, to study the relationship between energy systems and physical activities.

PHYSICAL EDUCATION

UNIT 4: ENHANCING PHYSICAL PERFORMANCE

COURSE DESCRIPTION

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods and participation in activity data collection, fitness testing and fitness training.

OUTCOMES

1. Plan and evaluate training programs to enhance physical fitness.
2. Evaluate practices and/or strategies that are used in conjunction with each other to enhance performance.

AREAS OF STUDY

1. Enhancing fitness through training
2. Strategies for enhancing sports performance.

ASSESSMENT

School assessed coursework (SAC) will contribute 25% to the final assessment. Assessment tasks may include written reports, structured questions, case study analyses, video and data analyses, laboratory reports and short answer tests.

HOMEWORK

It is expected that students complete between 2 - 3 hours of homework per week, preparing for school assessed coursework and reviewing class work.

The level of achievement for units 3 and 4 is also assessed by an end of year examination, which will contribute 50% to the final assessment.

PHYSICS : UNIT 3

STRUCTURE

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's relativity, Investigating structures and materials, or Further electronics.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Outcome 1

On completion of this unit the student should be able to use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.

Outcome 2

On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.

Outcome 3 Detailed studies (One of the following)

Outcome 3.1: Einstein's relativity

On completion of this unit the student should be able to use Einstein's theory of relativity to describe relativistic motion and effects and make comparisons with Galilean and Newtonian descriptions.

Outcome 3.2: Investigating structures and materials

On completion of this unit the student should be able to compare and contrast the properties of construction materials, and model the effects on structures and materials of forces and loads.

Outcome 3.3: Further electronics

On completion of this unit the student should be able to design an AC to DC voltage regulated power supply system; and describe and explain the operation of the system and its components, and the effects of test equipment on the system.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Units 3 and 4

School-assessed coursework and examination:

Unit 3 school-assessed coursework: 17 per cent

Unit 4 school-assessed coursework: 17 per cent

Mid-year examination: 33 per cent

End-of-year examination: 33 per cent

PHYSICS : UNIT 4

STRUCTURE

Unit 4 consists of two prescribed areas of study: Interactions of light and matter; Electric power; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics, or Recording and reproducing sound.

Outcome 1

On completion of this unit the student should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

Outcome 2

On completion of this unit the student should be able to explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

Outcome 3 Detailed studies (One of the following)

Outcome 3.1: Synchrotron and applications

On completion of this unit the student should be able to describe the basic design and operation of a synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.

Outcome 3.2: Photonics

On completion of this unit the student should be able to apply the photon and wave models of light to explain the operation of different light sources and fibre optic wave-guides and their domestic, scientific and industrial uses.

Outcome 3.3: Recording and reproducing sound

On completion of this unit the student should be able to apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Units 3 and 4

School-assessed coursework and examination:

Unit 3 school-assessed coursework: 17 per cent

Unit 4 school-assessed coursework: 17 per cent

Mid-year examination: 33 per cent

End-of-year examination: 33 per cent

PSYCHOLOGY: UNIT 3

COURSE DESCRIPTION

This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes. Research methods and ethical considerations are integrated into each learning area.

AREAS OF STUDY

1. Brain and nervous system
This area focuses on the main functions of the brain and nervous system and the roles of those functions in determining behaviour. Cognitive and behavioral functions of the right and left cerebral hemispheres are investigated.
2. Visual perception
This area focuses on the visual system and how information is transmitted and perceived as an example of brain function. The characteristics of the visual perceptual system, its organisation and the effects of past experience on perception are investigated.
3. States of consciousness
This area focuses on states of consciousness and explores relationships between consciousness and thoughts, feelings and behaviour. It examines the difficulties and limitations in the measurement of states of consciousness. Concepts of normal waking consciousness and altered states of consciousness, such as sleep, are examined.

OUTCOMES

Explain the major functions of the brain including cortical lobes and hemispheric specialization, and the role of the nervous system, and evaluate the strengths and limitations of brain methods.

Outcome 2

Explain the nature of processes involved in visual perception.

Outcome 3

Compare the characteristics of normal waking consciousness with altered states of consciousness.

ASSESSMENT

The student's level of achievement in Unit 3 will be determined by school-assessed course work and a mid-year examination. School assessed work will contribute 17% to the final assessment. The mid-year examination will contribute 33%.

Assessment tasks are designed to ensure students have demonstrated achievement of the outcomes and may include an: essay, empirical research activity, annotated poster, multimedia presentation, research findings summary, and/or a test.

HOMEWORK

It is expected that students will need to spend at least four (4) hours in out of class time per week on this subject. This will allow the student to keep up with the work, revise work already covered and complete required reading.

PSYCHOLOGY: UNIT 4

COURSE DESCRIPTION

In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information. Research methods and statistical procedures are integrated within each area of study. The application and understanding of ethical principles in the conduct of psychological research and practice is also extended as students complete a research investigation.

AREAS OF STUDY

1. Memory

This area focuses on the characteristics of memory as a cognitive process. The information processing model of memory is explored, including the key components of encoding, retrieval and forgetting.

2. Learning

This area explores the characteristics of learning as a process that plays a part in determining behaviour. Three types of learning are examined: classical conditioning, operant conditioning and observational learning. Behaviour not dependent on learning is also explored.

3. Research investigation

This area focuses on the use of empirical research in psychology. Such research is crucial in developing theories and understanding of human behaviours and development.

OUTCOMES

Outcome 1

Use the information processing model of memory to describe different ways in which memory is expressed and compare theories of memory.

Outcome 2

Compare and contrast theories of learning, including: classical and operant learning, observational learning, and behaviours not dependent on learning.

Outcome 3

Report on a research investigation that included the formulation of a hypotheses, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

ASSESSMENT

The student's level of achievement in Unit 4 will be determined by school assessed course work and an end-of-year examination. School assessed work will contribute 17% to the final assessment. The end-of-year examination will contribute 33%.

Assessment tasks are designed to ensure students have demonstrated achievement of the outcomes and may include an: essay, empirical research activity, annotated poster, multimedia presentation, research findings summary, and a research investigation report.

HOMEWORK

It is expected that students will need to spend at least four (4) hours in out of class time per week on this subject. This will allow the student to keep up with the work, revise work already covered and complete required reading.

VISUAL COMMUNICATION AND DESIGN : UNIT 3

VISUAL COMMUNICATION PRACTICES

COURSE DESCRIPTION

The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications produced.

OUTCOMES

1. On completion of this unit the student should be able to use manual and electronic production systems and apply the visual communication production process to design a final presentation(s) that satisfies a specified communication need(s).
2. On completion of this unit the student should be able to analyse and evaluate the effectiveness of a range of visual communications.
3. On completion of this unit the student should be able to discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

AREAS OF STUDY

1. COMMUNICATION DESIGN - focuses on the role of design in visual communication production process
2. COMMUNICATION ANALYSIS - focuses on the analysis and evaluation of examples of visual communication
3. INVESTIGATING PROFESSIONAL PRACTISE - focuses on the visual communication production process in a professional setting

ASSESSMENT

A folio demonstrating the design process and final presentations that satisfy a specified communication need.

(60%) SAC

A written report analysing a range of visual communications

(20%) SAC

A written report investigating professional practise (20%) SAC

HOMEWORK

Two hours per week.

EXCURSIONS

It is anticipated that students will travel to Melbourne or Albury to view exhibitions.

VISUAL COMMUNICATION AND DESIGN : UNIT 4

UNIT 4 - DESIGNING TO A BRIEF

COURSE DESCRIPTION

The main purpose of this unit is to enable students to prepare a brief, and design and produce developmental work and final presentations based on the brief.

OUTCOMES

1. On completion of this unit the student should be able to prepare one brief that describes a client's communication need(s) and specifies possible resolutions and two distinct final presentations suitable for a stated audience(s).
2. On completion of this unit the student should be able to prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.
3. On completion of this unit the student should be able to produce two final presentations that satisfy the requirements of the brief developed for Outcome 1.

AREAS OF STUDY

1. DEVELOPING A BRIEF - focuses on the preparation of a brief that proposes and defines the communication need(s) of a client.
2. SOLUTIONS TO THE BRIEF - focuses on the production of developmental work that explores design concepts that are consistent with the requirements of the brief. Two final presentations based on the developmental work are produced.

ASSESSMENT

Preparation of one brief that describes the client's communication needs for a specified audience (SAT).

A folio that provides evidence of the exploration of design concepts for two final presentation pieces (SAT).

Two final presentations that satisfy the brief (SAT).

End of Year Examination - relating to Units 3 & 4 , set by an examination panel. (External Assessment)

HOMEWORK

Two hours per week.

EXCURSIONS

It is anticipated that students will travel to Melbourne or Albury to view exhibitions.