



FROM THE PRINCIPAL



Proverbs 25:2 says, "It is the glory of God to conceal a matter, and is the glory of kings to search it out."

I love this verse for several reasons, firstly, because it reminds us that we are hardwired to explore, investigate, to dig deep and discover and unravel mysteries. Secondly, because when we make those discoveries, it should be celebrated - learning and making discoveries is our glory! Also, I love the notion of God creating the world with multiple layers of hidden jewels and taking great delight in watching generations of people finding them.

Your years at Red Rock is a time to embrace opportunities to search out and unravel the mysteries of this world. Without a doubt though, like all great expeditions, the journey you are on to search out the mysteries of the world will have its challenges and will involve labour and tasks that don't appeal to you, or you'd rather not do, but there will also be a great sense of reward, and achievement. We know you are going to be excited and gain great joy in making new discoveries and, equally, we are going to enjoy watching you make those discoveries.

As you embark on this great expedition of learning and discovery, keep in mind the treasure you will end up with, and the journey will be all the richer, and fulfilling. I hope that your time here will be like one big treasure hunt- discovering as much about yourself as you do about the world we live in.

Welcome to your final years of secondary at Red Rock. I look forward to watching all of you flourish as you are supported and empowered to influence your world with integrity.

Mrs Karen McCov

FROM THE HEAD OF WELLBEING



The focus on your wellbeing at Red Rock is a vital part of our culture. It is something we intentionally build in to everything we do, so that it is more of an approach and mindset rather than another program.

We believe that by modelling, explicitly teaching and making wellbeing visible, you can grow and be your best through your journey and develop the skills needed to support yourself not only when times are tough but to help you reach your goals.

In secondary, we have timetabled wellbeing lessons to help you develop a positive identity, greater resilience, growth mindset and self-regulation. We do this by utilising the strong evidence base for embracing our unique strengths and finding ways to use these to be your best and overcome obstacles. Through our partnership with Visible Wellbeing, a wellbeing framework developed by Professor Lea Waters, we know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

At Red Rock, we have focused on setting up a framework and culture within the school that allows for ALL students to benefit from developing these skills. As such, wellbeing is integrated into the entire curriculum by training all Red Rock staff in the Visible Wellbeing framework, by offering timetabled lessons and by supporting staff to identify and teach to your strengths.

I wish you God's richest blessing as you being to discover who God has created you to be.

PRESENTING

ALTIUDE

ALTITUDE RECOGNISES THAT YOU ARE CREATED WITH A PURPOSE AND ARE INFINITELY VALUABLE. IT APPRECIATES THAT YOU HOLD UNIQUE STRENGTHS AND ENABLES YOU TO LEARN AT A PACE THAT LETS YOU EXPERIENCE GROWTH AND SUCCESS AT WHATEVER STAGE OF LEARNING YOU ARE CURRENTLY IN.

ALTITUDES

ALTITUDE

STAGES OF LEARNING



LAUNCH

5 - 4 - 3 - 2 - 1 - WE HAVE LIFT OFF.

relate to learning experiences that are mapped to the Year 8 Achievement Standards of the Australian Curriculum



CLIMB

TAKEN TO NEW HEIGHTS

learning experiences that relate to the Year 9 Achievement Standards of the Australian Curriculum.



ORBIT

EXPLORE THE POSSIBILITIES

provide for enriching experiences that are mapped against the Year 10 Achievement Standard of the Australian Curriculum.



DISCOVERY

THE PURSUIT OF GOING FURTHER

are preparatory courses that are developed beyond the Year 10 Achievement Standards of the Australian Curriculum.

SENIOR CERTIFICATES

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

How is the VCE structured?

The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.

Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 Of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

What do I have to do to achieve my VCE?

To achieve your VCE you must successfully complete a minimum of 16 units, including:

- three units from the English group, two Of which must be a Unit 3 and 4 sequence.
- at least three sequences **of** Unit 3 and 4 studies, which can include further sequences from the English group.

What if I don't need an Australian Tertiary Admissions Rank (ATAR)?

No worries. The College will be offering students the option to obtain either a scored VCE or unscored VCE.

Where can I get more information?

For more information regarding the VCE, please refer to the VCE Student Handbook, speak to the VCE co-ordinator or visit VCAA at www.vcaa.vic.edu.au

*PROGRAM STRUCTURE



English

ALTITUDE



















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4th + YEAR

*You may choose to complete this over a longer period in consultation with your Parents/Caregiver and Learning Pathway Mentor.

HOME GROUP







ALTITUDE GRADUATE



myFaith

(Subject to pathway



English











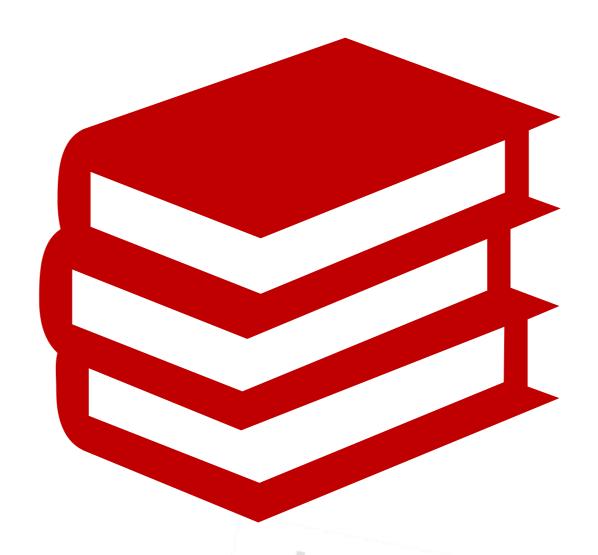










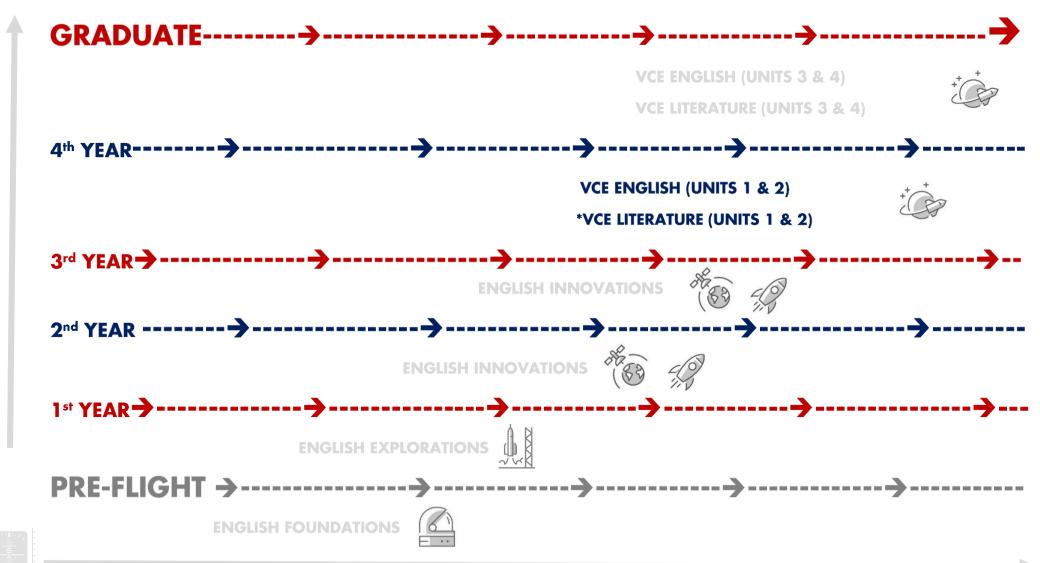


ENGLISH

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL ENGLISH FLIGHT PATH





UNITS 1 & 2

VCE ENGLISH (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



In Unit 1, students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

The texts set as the focus of this area of study should have literary merit and be worthy of close study. These texts may be fiction or non-fiction and presented in written, spoken or multimodal forms.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

In Unit 2, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

The texts set as the focus of this area of study should have literary merit, be worthy of close study and facilitate comparative study.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

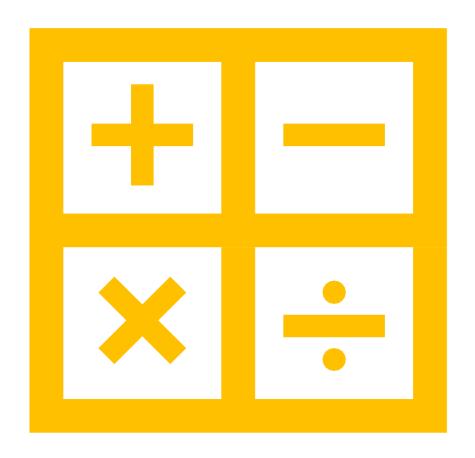
VCE LITERATURE (UNITS 1 & 2) +t

DURATION: SEMESTER 1 | SEMESTER 2 | Ci::J?

***SUBJECT TO AVAILABILITY**

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature, you will undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables you to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages you to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

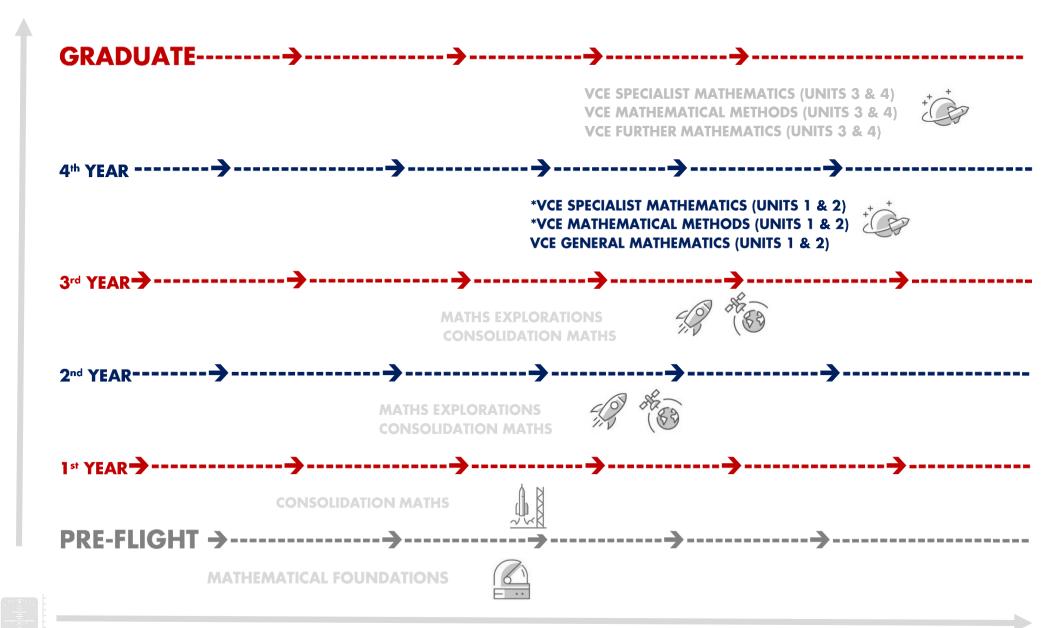


MATHEMATICS

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL MATHEMATICS FLIGHT PATH





VCE GENERAL MATHEMATICS (UNITS 1 & 2) +t ci··l·J'

DURATION: SEMESTER 1 | SEMESTER 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, you are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

You should have familiar with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

VCE MATHEMATICAL METHODS (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



*SUBJECT TO AVAILABILITY

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, you are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2.

VCE SPECIALIST MATHEMATICS (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



***SUBJECT TO AVAILABILITY**

Specialist Mathematics Units 1 and 2 provide a course of study for those who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.



SCIENCE, TECHNOLOGY AND THE ENVIRONMENT

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL SCIENCE, TECHNOLOGY AND THE ENVIRONMENT FLIGHT PATH VCE BIOLOGY (UNITS 3 & 4) **VCE CHEMISTRY (UNITS 3 & 4)** VCE PHYSICS (UNITS 3 & 4) **VCE PSYCHOLOGY (UNITS 3 & 4)** *VCE BIOLOGY (UNITS 1 & 2) *VCE CHEMISTRY (UNITS 1 & 2) *VCE PHYSICS (UNITS 1 & 2) **VCE PSYCHOLOGY (UNITS 3 & 4) VCE PSYCHOLOGY (UNITS 1 & 2)** VCE PSYCHOLOGY (UNITS 1 & 2) CURIE 4



VCE BIOLOGY (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



***SUBJECT TO AVAILABILITY**

In Unit 1, you are introduced to some of the challenges to an organism in sustaining life. You examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. You will investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat, the role of a keystone species in maintaining the structure of an ecosystem is explored. You will also consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

In Unit 2, you will focus on cell reproduction and the transmission of biological information from generation to generation. You will learn that all cells are derived from pre-existing cells through the cell cycle. You will also examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. You will explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction, the role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies.

VCE CHEMISTRY (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



***SUBJECT TO AVAILABILITY**

In Unit 1, you will explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. You will also examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. You will be introduced to quantitative concepts in chemistry including the mole concept. You will then apply your knowledge to determine the relative masses of elements and the composition of substances.

VCE CHEMISTRY (UNITS 1 & 2) CONT •••

In Unit 2, you will explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. You will also examine the polar nature of a water molecule and the intermolecular forces between water molecules. You will explore the relationship between these bonding forces and the physical and chemical properties of water. In this context you will investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. You are introduced to stoichiometry and to analytical techniques and instrumental procedures and apply these to determine concentrations of different species in water samples, including chemical contaminants. You will explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

VCE PHYSICS (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



***SUBJECT TO AVAILABILITY**

In Unit 1, you will explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. You will also consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

You will use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. You will also examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

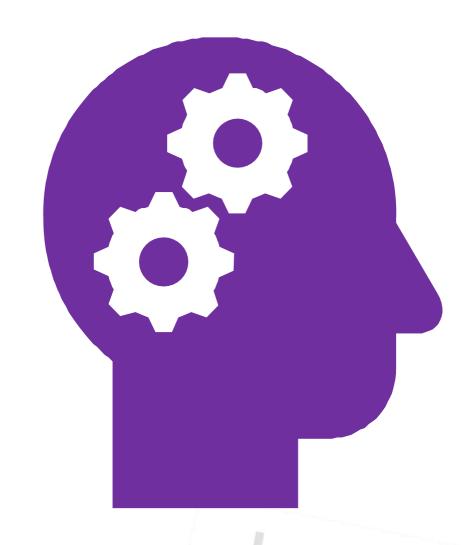
VCE PSYCHOLOGY (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



In Unit 1, you will investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. You will also explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. You will consider the complex nature of psychological development, including situations where psychological development may not occur as expected. You will examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

In Unit 2, you will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. You will evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. You will also explore a variety of factors and contexts that can influence the behaviour of an individual and groups, examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

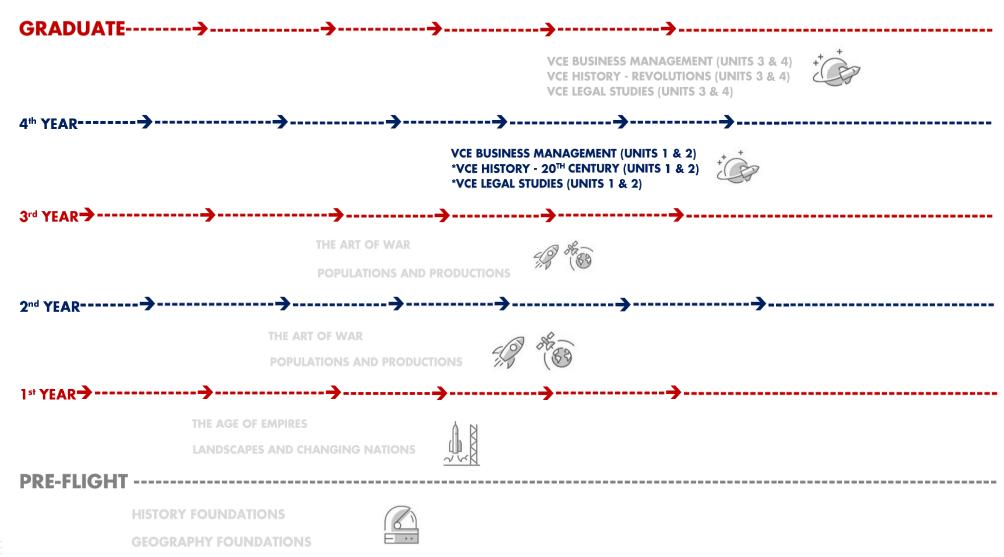


HUMANITIES, BUSINESS AND SOCIAL SCIENCES

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL HUMANITIES, BUSINESS AND SOCIAL SCIENCES FLIGHT PATH







VCE BUSINESS MANAGEMENT (UNITS 1 & 2) + V **DURATION: SEMESTER 1 | SEMESTER 2**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In Unit 1, you will explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

In Unit 2, you will focus on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. You will examine the legal requirements that must be satisfied to establish a business. You will also investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping and analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

VCE HISTORY - 20TH CENTURY (UNITS 1 & 2) →



DURATION: SEMESTER 1 | SEMESTER 2

*SUBJECT TO AVAILABILITY

In Unit 1, you will explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

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

In Unit 2, you will explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

VCE LEGAL STUDIES (UNITS 1 & 2)

DURATION: SEMESTER 1 | SEMESTER 2



***SUBJECT TO AVAILABILITY**

In Unit I, you will develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. You will investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, you will develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

In Unit 2, you will focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. You will also undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. You will develop your understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights and examine a significant case in relation to the protection of rights in Australia.

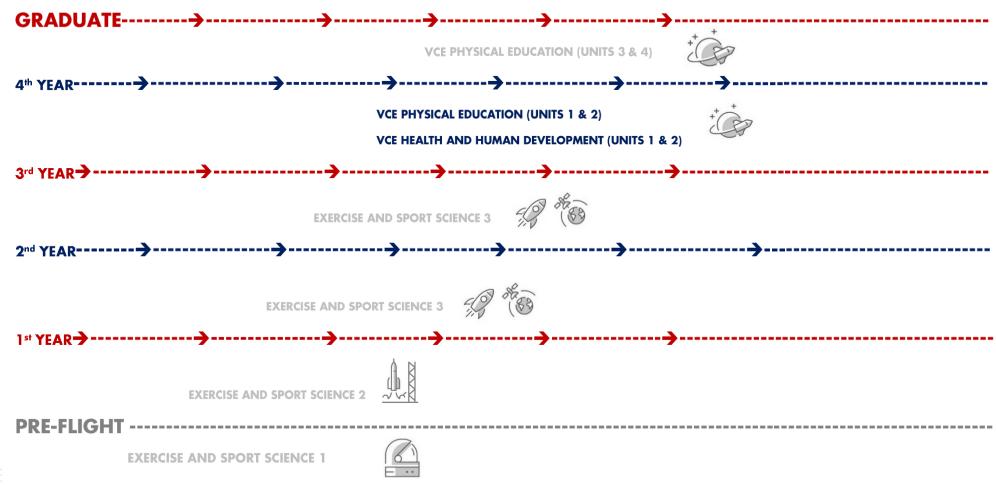


HEALTH AND PHYSICAL EDUCATION

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL HEALTH AND PHYSICAL EDUCATION FLIGHT PATH







VCE PHYSICAL EDUCATION (UNITS 1 & 2)





In Unit 1, you will explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, you will explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. You will also investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. You will explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, you will evaluate the social, cultural and environmental influences on movement. You will consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms and recommend and implement strategies to minimise the risk of illness or injury to each system.

VCE HEALTH AND HUMAN DEVELOPMENT (UNITS 1 & 2)



DURATION: SEMESTER 1 | SEMESTER 2

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. You will investigate the World Health Organisation's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

You will examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNITS 1 & 2)



DURATION: SEMESTER 1 | SEMESTER 2

In Unit 1, students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Students use these experiences as the basis for reflection.

Unit 2 introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments. Students use these experiences as the basis for reflection and analysis of theoretical knowledge of natural environments.

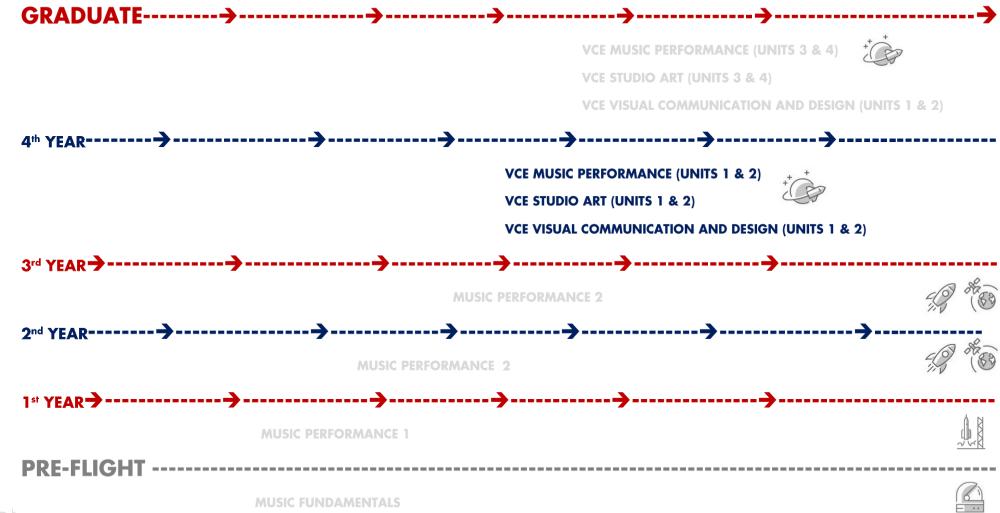


THE ARTS

*SUBJECT TO AVAILABILITY: Subject will run if a sufficient number of students have chosen to undertake it.

TYPICAL ARTS FLIGHT PATH







VCE MUSIC PERFORMANCE (UNITS 1 & 2)



DURATION: SEMESTER 1 | SEMESTER 2

***SUBJECT TO AVAILABILITY**

In VCE Music Performance will select a program of group and solo works. You may balance the program to suit their interests; for example, there may be a group emphasis or a solo emphasis or the program might be equally weighted. You are free to select these works from a range of sources.

The program should allow the student to demonstrate a range of technical, stylistic and interpretative demands and should be appropriate to their developing level of technical expertise. You are encouraged to explore repertoire that extends the boundaries of their current interests and knowledge. You will prepare a program designed to build and extend your skills and confidence as performers.

The program should address technical and expressive issues relevant to your preparation and performance practice of works selected for Outcome 1 and their overall development as a musician. Teachers select works and excerpts for study through critical listening and aural analysis. Works for study should encompass similar styles/genres to those the you are preparing to perform. Other works selected for study should extend your knowledge and understanding of ways that performers make decisions about how you will interpret works and manipulate elements and conventions to realise character in performance and achieve expressive outcomes.

VCE STUDIO ART (UNITS 1 & 2)++ $\{i\}$

DURATION: SEMESTER 1 | SEMESTER 2

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***SUBJECT TO AVAILABILITY**

In Unit 1 students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.

In their exploration, students may include diverse sources of inspiration, artistic influences, and reflections on personal experiences, observations, ideas and issues. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. Through a range of explorations they begin to understand and develop their visual language. Students progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

In Unit 2, students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. Students further develop their understanding of visual language. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

VCE VISUAL COMMUNICATION++G AND DESIGN (UNITS 1 & 2) CW

DURATION: SEMESTER 1 | SEMESTER 2

***SUBJECT TO AVAILABILITY**

Unit 1 introduces the knowledge and skills that underpins some of the stages in the design process of generating ideas, developing concepts and refinement of visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use three-dimensional drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use third-angle orthogonal drawing as a means to represent three dimensional objects.

Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas. Drawing is also used as a means of presentation. Students learn how to produce presentation drawings to resolve ideas, refine techniques and to demonstrate an understanding of the application of selected media and materials.

Unit 2 focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study:

- · environmental design or
- · industrial design

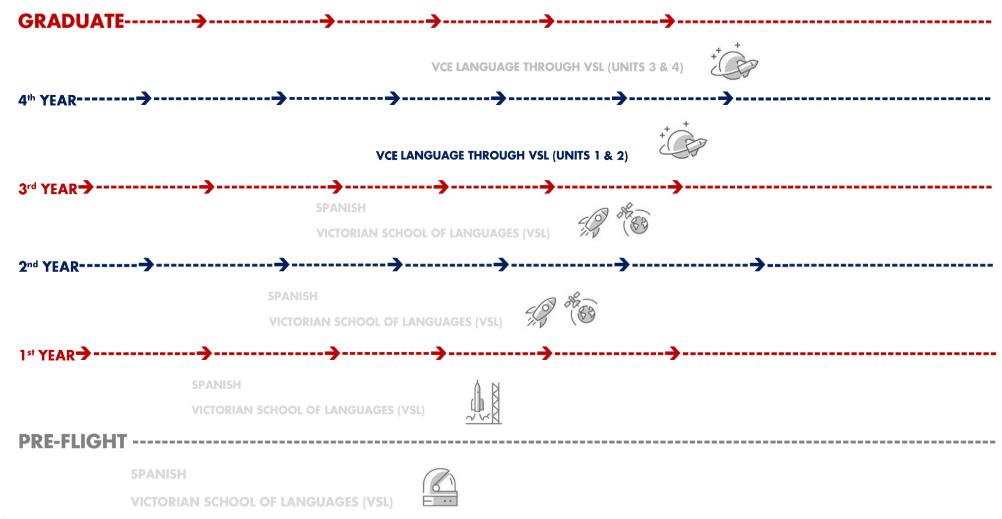
Distinguishing characteristics of these fields are provided on page 12 of this study design. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They develop an understanding of the context of presentation drawings in a selected design field. In this area of study students focus on the design process stages of development and refinement of concepts. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and digital methods to create the drawings.

LANGUAGES



TYPICAL LANGUAGES FLIGHT PATH







VCE LANGUAGE THROUGH THE VICTORIAN SCHOOL OF LANGUAGES (VSL)

The Victorian School of Languages (VSL) offers quality and innovative language programs. The school's language programs are delivered through face-to-face teaching in language centres across Victoria and also through Distance Education. The VSL curriculum provides a balanced set of learning experiences which give students maximum opportunity to realise their potential in their chosen language.

Curriculum development is based on the communicative approach to language teaching which is aimed at the intellectual, social, emotional and creative development Of all students. Learning Pathway Mentors will consult with students to assess suitability to undertake the language course and appropriate learning mode. Students who wish to undertake this option **must apply** *to* **the College first** before seeking to enrol. For more information regarding VSLs language offerings, please visit www.vsl.vic.edu.au

ASSOCIATED COSTS: Please note that there are additional costs to families associated with undertaking this option. All costs are set by this institution are to be paid by families directly to them.

UNITS 3 & 4



ENGLISH

VCE ENGLISH (UNITS 3 & 4)

DURATION: SEMESTER 1 | SEMESTER 2



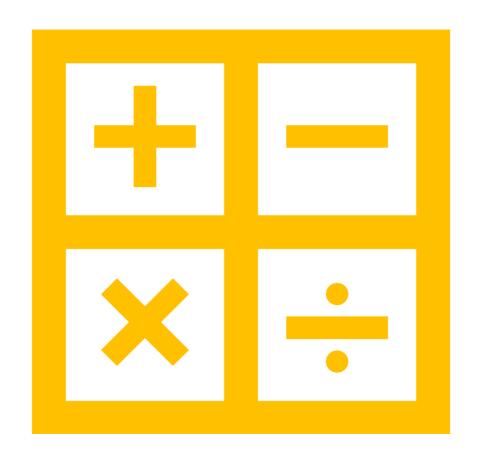
In Unit 3 students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

In Unit 4, students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

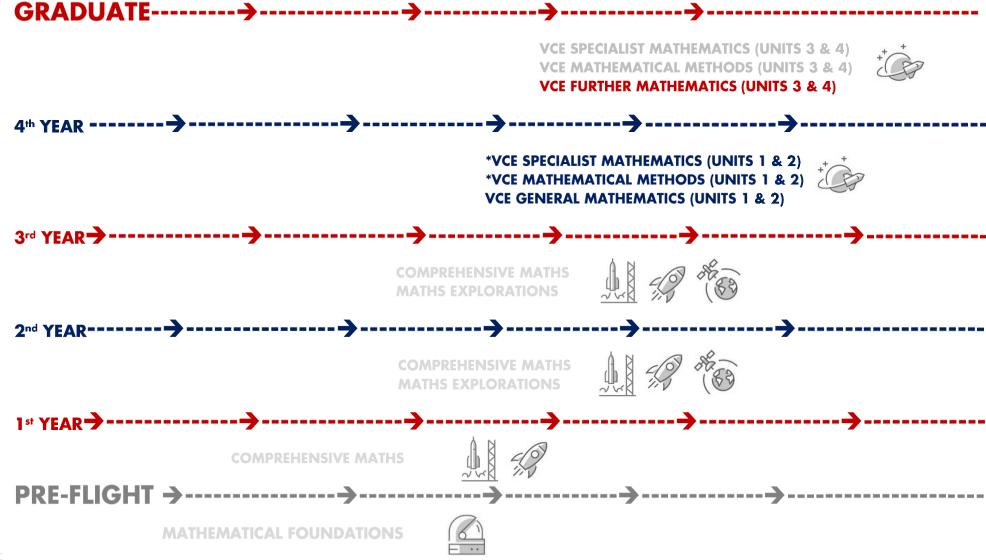
Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based. They use planning and drafting to test and clarify their ideas, and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.



MATHEMATICS

TYPICAL MATHEMATICS FLIGHT PATH







VCE FURTHER MATHEMATICS (UNITS 3 & 4)

DURATION: SEMESTER 1 | SEMESTER 2



Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.



SCIENCE, TECHNOLOGY AND THE ENVIRONMENT

TYPICAL SCIENCE, TECHNOLOGY AND THE ENVIRONMENT FLIGHT PATH *VCE BIOLOGY (UNITS 3 & 4) **VCE CHEMISTRY (UNITS 3 & 4)** VCE PHYSICS (UNITS 3 & 4) **VCE PSYCHOLOGY (UNITS 3 & 4)** *VCE BIOLOGY (UNITS 1 & 2) *VCE CHEMISTRY (UNITS 1 & 2) *VCE PHYSICS (UNITS 1 & 2) **VCE PSYCHOLOGY (UNITS 3 & 4) VCE PSYCHOLOGY (UNITS 1 & 2)** VCE PSYCHOLOGY (UNITS 1 & 2) CURIE (



VCE PSYCHOLOGY (UNITS 3 & 4)

DURATION: SEMESTER 1 | SEMESTER 2



In Unit 3 students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

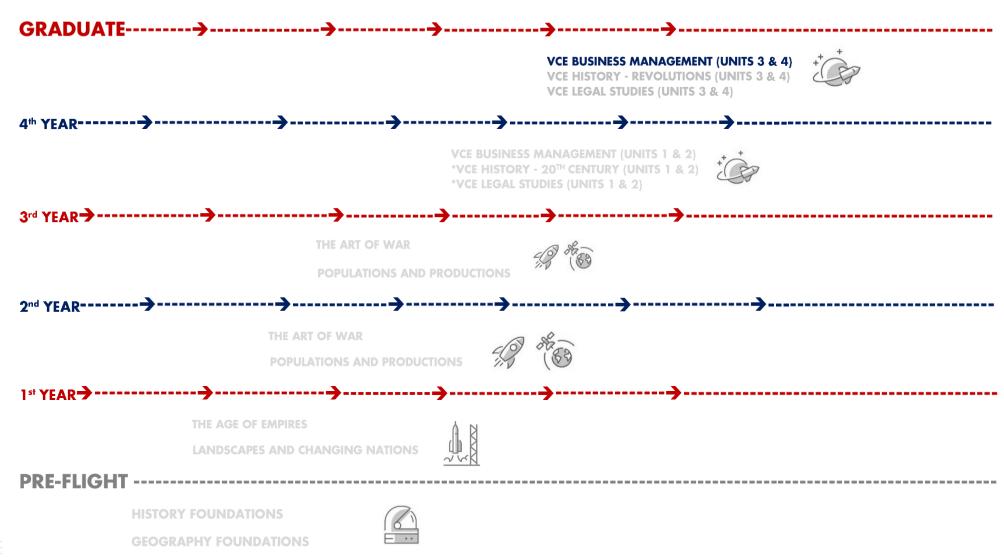
In Unit 4, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.



HUMANITIES, BUSINESS AND SOCIAL SCIENCES

TYPICAL HUMANITIES, BUSINESS AND SOCIAL SCIENCES FLIGHT PATH







VCE BUSINESS MANAGEMENT (UNITS 3 & 4)

DURATION: SEMESTER 1 | SEMESTER 2



Unit 3 introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

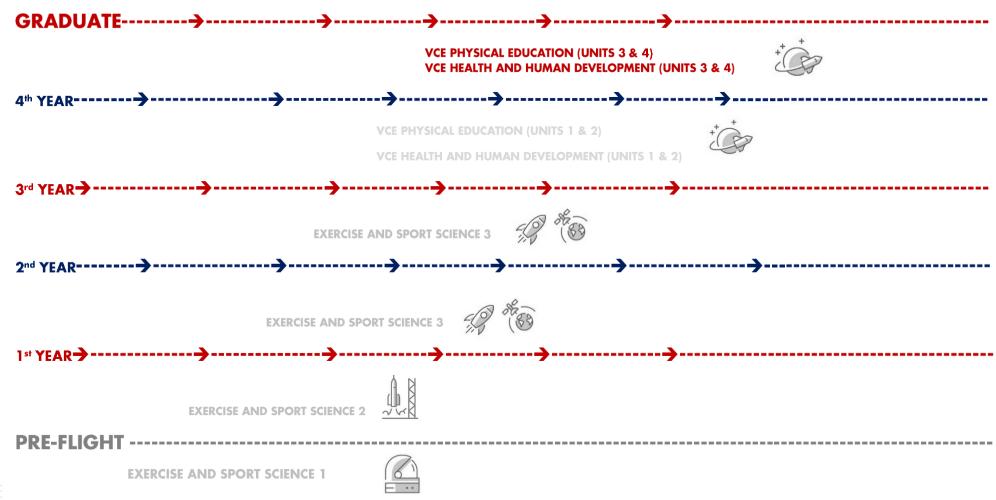
In Unit 4, students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.



HEALTH AND PHYSICAL EDUCATION

TYPICAL HEALTH AND PHYSICAL EDUCATION FLIGHT PATH







VCE PHYSICAL EDUCATION (UNITS 3 & 4)

DURATION: SEMESTER 1 SEMESTER 2



In Unit 3, students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

In Unit 4, students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

VCE HEALTH AND HUMAN DEVELOPMENT (UNITS 3 & 4)



DURATION: SEMESTER 1 | SEMESTER 2

Unit 3 explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

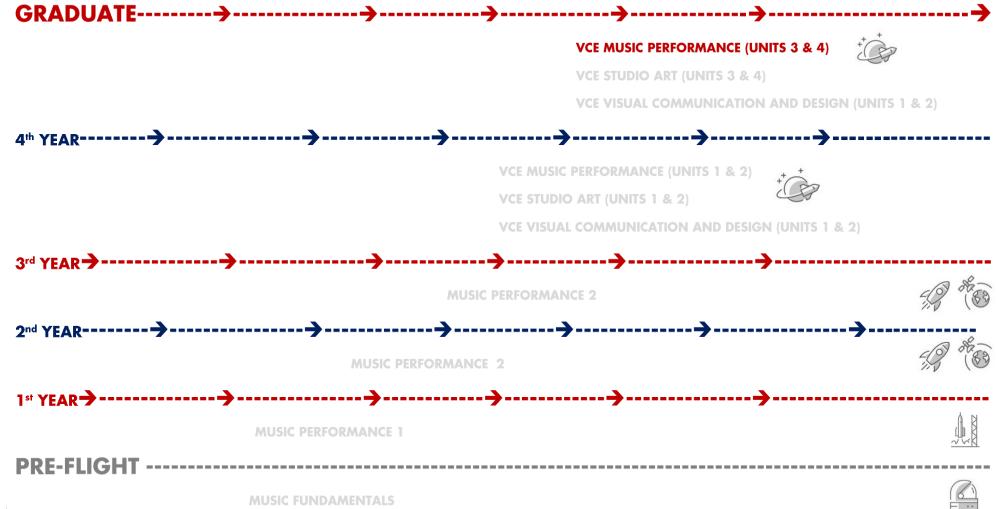
Unit 4 looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.



THE ARTS

TYPICAL ARTS FLIGHT PATH







VCE MUSIC PERFORMANCE (UNITS 3 & 4)



DURATION: SEMESTER 1 | SEMESTER 2

*SUBJECT TO AVAILABILITY

In VCE Music Performance will select a program of group and solo works. You may balance the program to suit their interests; for example, there may be a group emphasis or a solo emphasis or the program might be equally weighted. You are free to select these works from a range of sources.

The program should allow the student to demonstrate a range of technical, stylistic and interpretative demands and should be appropriate to their developing level of technical expertise. You are encouraged to explore repertoire that extends the boundaries of their current interests and knowledge. You will prepare a program designed to build and extend your skills and confidence as performers.

The program should address technical and expressive issues relevant to your preparation and performance practice of works selected for Outcome 1 and their overall development as a musician. Teachers select works and excerpts for study through critical listening and aural analysis. Works for study should encompass similar styles/genres to those the you are preparing to perform. Other works selected for study should extend your knowledge and understanding of ways that performers make decisions about how you will interpret works and manipulate elements and conventions to realise character in performance and achieve expressive outcomes.

DISTANCE EDUCATION

DISTANCE EDUCATION

You may wish to undertake a VCE Unit of Study not on offer at Red Rock Christian College. Virtual Schools Victoria (VSV) offers a large range of VCE Units which may be a viable option for some students. Students wishing to undertake a VSV or VSL unit will need to undertake a conference with the VCE Coordinator to consider all available options for the student including video conferencing and similar course options offered by the College.

To undertake VCE units Of study by Distance Education, a student will need to be a motivated, independent learner. Their choice of VSV/VSL study will either not be available due to timetabling clashes or not on offer at the College.

There are cost associated for students undertaking VSV or VSL subjects and parents will need to consider the additional cost when making subject selections.

The College maintains a Distance Education Policy which addresses payment and other procedures.

FEE SUPPORT (FROM THE COLLEGE'S DISTANCE EDUCATION POLICY)

A student may be eligible for a waiver (full or partial) from payment of the distance education service fee while studying VCE studies at Red Rock Christian College. Red Rock Christian College students may be exempt from paying the service fee for a distance education program on the following grounds:

- An advertised VCE Unit 3/4 class at Red Rock Christian College was not offered due to low enrolment numbers. In this case, students are eligible for a full waiver of distance education fees.
- The student can demonstrate that the desired distance education course is required in order for them to gain entrance into a desired post-school training program. i.e. university, TAFE, etc.
- In certain circumstances, namely financial hardship, or in exceptional circumstances, a student may apply to the Principal for a waiver of the distance education enrolment fee for a course not currently being offered at the College.

Not eligible for waiver of fee

- Where families are in arrears on tuition fees and levies; they will not be eligible for a waiver
 of the distant education fees.
- If an appropriate alternative subject is available through the College, the student will be expected to take that course instead or be responsible for the Distant Education fees.

Developmental stage of VCE at Red Rock Christian College

In the developmental stage of the VCE program at Red Rock Christian College, the College will offer support to students to achieve their preferred VCE subject choices. The College will offer to each VCE student full waiver of the Distant Education Fee of one VCE course taken through Distance Education.

The Board of Governance will determine the length of the developmental stage based on the growth of the school and available budget to support Distance Education choices.

Withdrawal from a Distance Education Course

If a student withdraws from a Distance Education course after Week 2, they will incur the full expense of this course if the fees are not refunded by the institution. Students are required to pay the materials charge for any Distance Education course they enrol in via the institution.

Waiver/refund applications are assessed on a case-by-case basis.

VIRTUAL SCHOOLS VICTORIA

Virtual School Victoria (VSV) provides flexible learning opportunities to Victorian Foundation - Year 12 students. They foster an engaging and inclusive learning environment by coupling state-of-the-art technology with innovative and adaptive teaching practices. Their learning programs are personalised for each individual, providing stimulating and supportive learning opportunities. Their teachers are experienced in best-practice online learning techniques and are focused on challenging students to pursue excellence and achieve their individual learning goals. Students who wish to undertake this option **must apply to the College first** before seeking to enrol. For more information regarding VSVs subject offerings, please visit www.vsv.vic.edu.au

PERSONAL DEVELOPMENT

HOME GROUPS

DURATION: ALL YEAR

PERSONAL DEVELOPMENT FOCUSES



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Wellbeing

myFaith

In secondary, you are designated a Mentor. The purpose of Home Groups is primarily for students to debrief, develop in your areas of passions or interests, and foster meaningful relationships and connections you're your mentor and peer group through the above four areas. You will also use this time to explore pertinent issues as well as develop their faith life through scripture, prayer and conversation as well fostering your capacities in your social and emotional development. Mentors are Parents'/Caregivers' first point of contact for the College. They are also your Personal Project Supervisors and Learning Mentor.

WELLBEING



In Wellbeing, we will help you develop a positive identity, greater resilience, a growth mindset and self-regulation. We do this as a team, by utilising the strong evidence base for embracing our unique strengths and finding ways to use them to be our best and overcome obstacles.

We know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

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myFaith is a six-year learning pathway that enables students learn to enter the God's Big Story Of humanity, examine beliefs, exemplify values, and experience practices. Ultimately, every aspect Of this subject seeks to cultivate your faith. By the end Of this we want to you:

1. BE WISE (KNOW AND UNDERSTAND)

TO KNOW:

About the biblical story and the narrative through Creation, The Fall, Israel, Jesus, Church, and New Creation and explore the plot, characters, setting and themes

About the core beliefs and practices of the global Christian community (e.g. grace, forgiveness, justice, and hope)

About the impact of the Bible and Christian faith over time and place (e.g. cultural impact of the Bible and Christian faith on world history in general and in Australia's history.)

TO LEARN:

To understand how your life, community, and concerns are in God's Big Story (e.g. making sense of the world within the frame of having been designed for good, but damaged by evil, then chosen to bless, where Christ restores us for better, now sent together to heal, as a foretaste of when God sets it right).

To understand how living this story contributes to you flourishing (e.g., discovering how loving God, others, self and creation advances the common good by understanding the nature of Godly work, trustworthy knowledge, effective salvation, and transformative hope).

To understand how a biblical worldview relates to other big stories, critically evaluating belief (e.g., exploring how your own beliefs, located in a larger community, relate to Christianity, as our neighbours make sense of the world; mapping how God's Big Story compares with today's most generational stories.

2. BE PEACEMAKERS

TO DESIRE:

Exemplify the values (i.e. virtues) that sustain and empower peacemaking (e.g. through participation in intentional learning experiences and meaningful community practices-such as practicing creativity, discernment, dialogue, care and gratitude- our hope is that you will be propelling to live a life that reflects 'humility, grace, compassion and concerned for justice.)

TO DO:

To pursue truthful action/faithful practice and enables you to flourish (i.e. you understand that you are created uniquely and are called to cultivate, repent, bless, love, reconcile and worship. e.g. cultivate God's garden, bringing out the latent potential in all creation; repent over the ways we've deformed shalom, rethinking what is true, good and beautiful; love sacrificially, in God's grace, to bridge divides and truly bless the world; and create inspired signs Of the future.

Participate in and form practices to discern and sustain one's call as peacemakers and reflect with wisdom on all Of life-learning, loving and living God's Big Story.



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