

## 9. Year 12 Subjects 2011

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### 9.1 Proposed Year 12 Studies 2012 - Introduction

The subjects listed below are currently the studies proposed to be offered to students for their Year 12 year in 2012. The decision to run a subject will be dependent upon the number of students who elect to take that subject both for Year 11 AND for Year 12. The decision to run subjects will be one taken by the Principal of the College.

### 9.2 Proposed Year 12 Studies 2012 – The List

*The Subjects (below) are grouped by Faculty. Click on the name of the subject to get relevant information.*

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## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Accounting Units 3&4 (Cont...)

#### Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with First In, First Out (FIFO) method is used. Students learn the techniques of recording accounting data in a format that will enhance the decision-making process of the business. They also investigate the impact of the recording process on the business. The preparation of financial reports at the end of the accounting period provides information for future planning and decision-making by the owner of a small business. Students are introduced to the accounting processes required at balance day and the techniques of preparing final reports. Where appropriate, the accounting procedures in each area of study will incorporate the application of accounting principles and the qualitative characteristics of accounting information.

#### *Areas of Study:*

- Recording of financial data
- Balance day adjustments and reporting of accounting information

#### *Assessment:*

- Outcome 1 - Students should be able to record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
- Outcome 2 - Students should be able to record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

#### *Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- structured questions
- a folio of exercises (manual and ICT)
- a case study (manual and/or ICT)
- a test (manual and/or ICT)
- a report (written, oral or multimedia).
- At least 30 marks must be allocated to ICT-based assessment.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Accounting Units 3&4 (Cont...)

#### Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students undertake the process of collecting, measuring, processing and communication of accounting data. Students learn about the role and importance of budgeting for the business and undertake practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

##### *Areas of study:*

- Extension of recording and reporting
- Financial planning and decision making

##### *Assessment:*

- Outcome 1 - Students should be able to record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
- Outcome 2 - Students should be able to prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

##### *Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- structured questions
- a folio of exercises (manual and ICT)
- a case study (manual and/or ICT)
- a test (manual and/or ICT)
- a report (written, oral or multimedia).
- At least 30 marks must be allocated to ICT-based assessment.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Accounting Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

Both computer based and manual assessment tasks will be undertaken.

- Unit 3 School-assessed Coursework: 17%
- Mid-Year Examination: 33%
- Unit 4 School-assessed Coursework: 17%
- End-of-Year Examination: 33%

#### Other Information

- Accounting has a mid-year Exam AND an end of year Exam. A Practice Exam for the June Exam is held towards the end of May. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Accounting. However, it is preferable if students complete one or both of Unit 1 and 2 Accounting prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Economics Units 3&4

#### Unit 3: Economic Activity

The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.

##### *Areas of study:*

- The Market System and Resource Allocation
- Output, employment and income

##### *Assessment:*

- Outcome 1 - Students should be able to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
- Outcome 2 - Students should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

##### *Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- a folio of applied economic exercises
- an essay
- a test
- a report.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Economics Units 3&4 (Cont...)

#### Unit 4: Economic management

The focus of this unit is the study of the management of the Australian economy. This concentrates on budgetary, monetary and microeconomic reform policy used by the Australian Government.

*Areas of study:*

- Microeconomic Demand Management Policies
- Aggregate Supply Policies

*Assessment:*

- Outcome 1 - Students should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.
- Outcome 2 - Students should be able to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

*Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- an essay
- a report
- problem-solving exercises
- a test
- a folio of media commentaries using print and/or electronic media
- a folio of applied economic exercises.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Economics Units 3&4 (Cont...)

#### Graded Assessment – Unit 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-year Examination for Units 3 and 4: 50%

#### Other Information

- Economics does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Economics. However, it is preferable if students complete one or both of Unit 1 and 2 Economics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Legal Studies Units 3&4

#### Unit 3: Law-making

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. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

#### *Areas of study:*

- Parliament and the citizen
- The Constitution and the protection of rights
- Role of the courts in law making

#### *Assessment:*

- Outcome 1 - Students should be able to explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
- Outcome 2 - Students should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
- Outcome 3 – Students should be able to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

#### *Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- A case study
- Structured questions
- A test
- An essay
- A report in written format
- A report in multimedia format
- A folio of exercises.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Legal Studies Units 3&4 (Cont...)

#### Unit 4: Resolution and Justice

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

#### *Areas of study:*

- Dispute resolution methods
- Court processes and procedures, and engaging in justice

#### *Assessment:*

- Outcome 1 - Students should be able to describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
- Outcome 2 – Students should be able to explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

#### *Assessment Break-Down:*

Assessment tasks for this unit can be chosen from a variety of assessment tasks including one or more of:

- A case study
- Structured questions
- A test
- An essay
- A report in written format
- A report in multimedia format
- A folio of exercises.

## 9. Year 12 Subjects 2011 (Commerce)

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### VCE Legal Studies Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

- School Assessed Coursework for Unit 3: 25%
- School Assessed Coursework for Unit 4: 25%
- End of year examination: 50%

#### Other Information

- Legal Studies does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Legal Studies. However, it is preferable if students complete one or both of Unit 1 and 2 Legal Studies prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Units 3&4

#### Unit 3:

The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings and adhering to audience, purpose and form.

#### *Areas of study:*

There are three areas of study:

- Reading and Responding (written analysis of text),
- Creating and Presenting (drawing on ideas and/or arguments gained from texts studied to construct their own pieces of writing), and
- Using Language to Persuade (analysis and point of view on a current issue).

#### *Assessment:*

- Outcome 1 - Students 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.
- Outcome 2 – Students 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.
- Outcome 3 – Students 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.

#### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- a response to a selected text, either orally or in writing (one task in Unit 3 has to be an oral)
- at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context
- or
- three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context.
- writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media, AND
- a sustained and reasoned point of view on the selected issue in written or oral form.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Units 3&4 (Cont...)

#### Unit 4

The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

#### *Areas of study:*

There are three areas of study:

- Reading and Responding (written analysis of text),
- Creating and Presenting (drawing on ideas and/or arguments gained from texts studied to construct their own pieces of writing), and
- Using Language to Persuade (analysis and point of view on a current issue).

#### *Assessment:*

- Outcome 1 - Students should be able to develop and justify a detailed interpretation of a selected text.
- Outcome 2 - 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.

#### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- an extended written interpretation of one selected text.
  - at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context
- or
- three to five shorter texts, created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-year Examination for Units 3 and 4: 50%

*Note:* Units 1 – 4 in this study can be used to satisfy the requirement for English in the VCE.

#### Other Information

- English does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- The end-of-year examination is made up of the following components:
  - The 3-hour examination at the end of the year contributes 50% of the student's score for the subject. All outcomes and the key knowledge and skills that underpin the outcome in Units 3 and 4 are examinable.
  - Part 1: Reading and responding - Students will be required to write on one text response (from the two texts studied from Text List 1).
  - Part 2: Creating and presenting - Students will be required to write for a nominated audience and purpose on the ideas suggested by their selected context drawing directly from at least one text from Text List 2.
  - Part 3: Using language to persuade - Students will be required to analyse the use of language in unseen persuasive texts.

#### Entry – Units 3 and 4

Students are required to complete a Unit 1 and 2 progression in an English unit (ie English, English Language or Literature) prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. VCE requirements are such that students need to satisfactorily complete 3 English units in order to obtain their VCE.

## 9. Year 12 Subjects 2011 (English)

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### VCE English as a Second Language Units 3&4

#### Eligibility for Unit 3 & 4 ESL

At Units 3 and 4 level students need to meet the Victorian Curriculum and Assessment Authority criteria for enrolment in ESL. The relevant criteria are set out below:

*Enrolment in English (ESL) is available only to students who have approved English as a Second Language (ESL) status.*

*A student may be eligible for ESL status if they meet both conditions 1 and 2 as set out below:*

*1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the Date of Last Arrival plus any previous periods of time spent in Australia or any predominantly English speaking country. Time spent out of Australia during school vacations should be included as no disruption to education occurs during these periods.*

*or*

*(b) He/she is an Aboriginal student whose first language is not English.*

**AND**

*2. English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of his/her education.*

#### Unit 3 & 4 Described

The Areas of Study and Outcomes in ESL are the same as those for English. See previous section for more detail.

#### Unit 3 Assessment

*Assessment Break-Down:*

Assessment tasks for this unit are as follows:

For ALL students:

- a response to a selected text, either orally or in writing (one task in Unit 3 has to be an oral)

For ESL students:

- a sustained and reasoned point of view on the selected issue that demonstrates the persuasive use of language. This may be in written or oral form.
- at least one sustained written text created for a specific audience and context

or

- three to five shorter texts created for a specific audience/s and context/s.

## 9. Year 12 Subjects 2011 (English)

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### VCE English as a Second Language Units 3&4 (Cont...)

#### Unit 4 Assessment

##### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

For ALL students:

- an extended written interpretation of one selected text.

For ESL students:

- at least one sustained written text created for a specific audience and context  
or
- three to five shorter texts, created for a specific audience/s and context/s.

#### Graded Assessment Unit 3 and 4

- |   |     |
|---|-----|
| • Unit 3 School-Assessed Coursework:        | 25% |
| • Unit 4 School-Assessed Coursework:        | 25% |
| • End-of-year Examination for Unit 3 and 4: | 50% |

Note: Unit 3 and 4 in this study can be used to satisfy the requirements for VCE English.

#### Other Information

- ESL does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- The end-of-year examination is made up of the same components as those outlined in the English outline.

#### Entry – Units 3 and 4

Students are required to complete Unit 1 and 2 ESL prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. VCE requirements are such that students need to satisfactorily complete 3 ESL units in order to obtain their VCE.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Language Units 3&4

#### Unit 3: Language in Society (English Language)

In this unit the students explore language in a social setting and its distinctive nature. They learn the subsystems of language and identify the distinctive characteristics and varieties of Australian English within our society and in contrast to other national varieties such as British and American. They explore jargon, slang and doublespeak as well as language used for discrimination and manipulation. Furthermore they explore how Australia has established its identity through language and study the nature and function of spoken and written texts. Different mediums are used including, comedy shows, political texts, radio and film, transcripts of speeches, and media texts. Students must have knowledge of the metalanguage and read widely.

#### *Areas of study:*

There are two areas of study:

- Language variation according to users.
- Language variation according to use.

#### *Assessment:*

- Outcome 1 - Students should be able to analyse a range of attitudes to language varieties, and how language variation reflects its users and contributes to a sense of identity.
- Outcome 2 – Students should be able to identify the ways in which language features are used in societal interaction and analyse variations in language use.

#### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- a written report of an investigation
- a folio
- a test
- a multimedia report
- an essay
- an oral presentation.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Language Units 3&4 (Cont...)

#### Unit 4: Language in Use (English Language)

In this unit the students explore language in texts and their contexts, with the aim of describing the inter-relationship between word, sentences and text to discover how they construct their message. They particularly concentrate on the Written and Spoken text and their distinctive structures and features. They look at the text types different structures and features, and their nature and functions. Students must continue to extend their knowledge of metalanguage and read widely.

#### *Areas of study:*

There are two areas of study:

- Spoken language.
- Written language

#### *Assessment:*

- Outcome 1 - Students should be able to identify and analyse distinctive features of spoken English texts involving more than one speaker.
- Outcome 2 - Students should be able to identify and analyse distinctive features of written English texts.

#### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- Outcome 1 - an analysis of one or more samples of spoken English texts involving more than one speaker in any one or a combination of the following formats:
  - an essay
  - a short-answer test
  - a written report.
- Outcome 2 - an analysis of one or more samples of written English texts in any one or a combination of the following formats:
  - an essay
  - a short-answer test
  - a written report.

## 9. Year 12 Subjects 2011 (English)

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### VCE English Language Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 End-of-year Examination: 50%

*Note:* Units 3 and 4 in this study can be used to satisfy the requirement for English in the VCE.

#### Other Information

- English Language does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

Students are required to complete a Unit 1 and 2 progression in an English unit (ie English, English Language or Literature) prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. VCE requirements are such that students need to satisfactorily complete 3 English units in order to obtain their VCE.

## 9. Year 12 Subjects 2011 (English)

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### VCE Literature Units 3&4

#### Unit 3:

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the texts use of language and literary devices? What does the texts representation of characters and events suggest about the values and views of the text?

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts. The students need to reflect and critique an aspect of human behaviour or society and the way readers may have interpreted over time.

#### *Areas of study:*

There are three areas of study:

- Adaptations and transformations - this area of study focuses on how the form of a text, its generic conventions and features, is significant in the making of meaning and reflect upon the way in which meaning changes when the form of the text is changed.
- Views, values and contexts - this area of study focuses on considerations of the views and values in texts and the ways in which these are expressed to create particular perspectives of the world.
- Considering alternative viewpoints - this area of study analyses various interpretations and judgements of a text (presented in reviews, critical essays and commentaries) and focuses on a student's ability to formulate and justify their own interpretation.

#### *Assessment:*

- Outcome 1 - Students should be able to analyse how meaning changes when the form of a text changes.
- Outcome 2 – Students student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Outcome 3 – Students should be able to evaluate views of a text and make comparisons with their own interpretation.

## 9. Year 12 Subjects 2011 (English)

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### VCE Literature Units 3&4 (Cont...)

#### Unit 3: (Cont...)

##### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- Outcome 1 - This task requires an analysis of how the form of a text influences meaning, and may be presented in written, oral or multimedia form. For example, students may:
  - compare a dramatised version of a scene or scenes from a text with the original text;
  - compare a print text with the text's adaptation into another form;
  - compare the performance of either a substantial individual text or group of texts with the original text.
- Outcome 2 - This task requires an analysis of the views and values of a text, and may be presented in written or multimedia form. For example, students may:
  - interpret the ways in which views and values are represented and commented upon in a text;
  - compare the ways in which views and values are represented and commented upon in a text;
  - compare how different contemporary readers or readers at different times might interpret the views and values of a text.
- Outcome 3 - This task requires an evaluation of one or more points of view about a text, and may be presented in written, oral or multimedia form. For example, students may:
  - evaluate an oral or written review, critical essay or commentary;
  - discuss or debate the merits of various readings.

#### Unit 4:

This unit prompts the students to use imagination and creativity by composing their own pieces of writing in response to the studied text. Furthermore their skill of interpretation is exhibited by analysis of key passages from their texts.

##### *Areas of study:*

There are two areas of study:

- Creative responses to text - this area of study focuses on the imaginative techniques used for creating and re-creating a literary work.
- Close analysis - this area of study focuses on detailed scrutiny of the style, concerns and construction of a text.

## 9. Year 12 Subjects 2011 (English)

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### VCE Literature Units 3&4 (Cont...)

#### Unit 4: (Cont...)

##### *Assessment:*

- Outcome 1 - Students should be able to respond imaginatively to a text, and comment on the connections between the text and the response.
- Outcome 2 - Students should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

##### *Assessment Break-Down:*

Assessment tasks for this unit are as follows:

- Outcome 1 - This task requires an imaginative composition based on a text, and may be presented in written or multimedia form. For example, students may:
  - submit an original piece of writing, presented in a manner consistent with the style and context of the text;
  - re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, presenting an episode in the text from another point of view.

AND

- A brief reflective commentary discussing the purpose and context of the student's response.
- Outcome 2 - This task requires textual analysis and should be presented in written form. For example, students may:
  - select and discuss the role and significance of particular sections of a text in interpreting the text as a whole;
  - analyse how certain literary features contribute to an interpretation of a text;
  - analyse the linkages, parallels and contrasts between different passages from a text.

## 9. Year 12 Subjects 2011 (English)

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### VCE Literature Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examination: 50%

*Note:* Units 3 & 4 in this study can be used to satisfy the English requirement.

#### Other Information

- Literature does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

Students are required to complete a Unit 1 and 2 progression in an English unit (ie English, English Language or Literature) prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. VCE requirements are such that students need to satisfactorily complete 3 English units in order to obtain their VCE.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE History: Revolutions Units 3&4

#### Units 3 and 4: History - Revolutions

##### *Background:*

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. In this course, students will study the following revolutions – one in each semester:

- The Russian Revolution
- The Chinese Revolution

##### *Areas of Study:*

The areas of study are the same each semester.

- Revolutionary ideas, leaders, movements and events – the periods of study will be:
  - Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
  - Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)
- Creating a new society – the periods of study will be:
  - Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
  - Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

##### *Assessment:*

The assessments are the same each semester.

- Outcome 1 - Students should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.
- Outcome 2 - Students should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

##### *Assessment Break-Down:*

The following four assessment tasks must be taken over Units 3 and 4:

- research report
- analysis of visual and/or written documents
- historiographical exercise
- essay.
- Teachers get to choose the order of the assessment tasks.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE History: Revolutions Units 3&4 (Cont...)

#### Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examination: 50%

#### Other Information

- History: Revolutions does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 History: Revolutions. However, it is preferable if students complete one or both of Unit 1 and 2 History OR Units 1 and 2 International Politics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE International Studies Units 3&4

#### Unit 3 International Studies – Global Issues and Conflict

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and internationalism and the increasing interdependence of people and societies across a range of economic, cultural and security matters. Students explore increasingly complex notions of national interest, sovereignty, autonomy and independence. They undertake a study of the nature of conflict in a post-Cold War world no longer divided into two ideological blocs. They examine the changed nature of the conflicts based upon tensions which may be religious, ethnic, economic or nationalist. Many of these conflicts have been fought within the new context of global terrorist networks.

##### *Areas of Study:*

The areas of study are:

- Globalisation and internationalism
- Global conflicts

##### *Assessment:*

- Outcome 1 - Students should be able to analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.
- Outcome 2 - Students should be able to analyse and evaluate the nature of conflict in the post-Cold War period.

##### *Assessment Break-Down:*

For each outcome students may select one or more of the following formats:

- a multimedia presentation;
- a case study;
- an essay;
- a report;
- a test;
- structured questions;
- short-answer questions;
- an extended response.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE International Studies Units 3&4 (Cont...)

#### Unit 4 International Studies – International Relations

While internationalism and globalisation have had a significant impact on the Asia-Pacific region, this unit focuses primarily on the interactions between states which remain the dominant form of political organisation. The unit begins with a study of the concepts of national interest and power and the way states use power in the Asia-Pacific region. Australia's position in the region, and the world, and the way in which it has asserted its national interest is then investigated.

##### *Areas of Study:*

The areas of study are:

- Power in the Asia-Pacific region
- Australian foreign policy

##### *Assessment:*

- Outcome 1 - Students should be able to analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.
- Outcome 2 - Students should be able to analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.

##### *Assessment Break-Down:*

For each outcome students may select one or more of the following formats:

- a multimedia presentation;
- a case study;
- an essay;
- a report;
- a test;
- structured questions;
- short-answer questions;
- an extended response.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE International Studies Units 3&4 (Cont...)

#### Graded Assessment

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 End-of-year Examination: 50%

#### Other Information

- International Studies does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 International Studies. However, it is preferable if students complete one or both of Unit 1 and 2 International Politics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE Classical Studies Units 3&4

#### Unit 3 & 4 Classical Worlds

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

#### *Areas of Study (Units 3 & 4):*

The areas of study are:

- Individual study - Students analyse the ways in which classical artists and writers use techniques to express ideas. Through this type of close analysis students develop an understanding of ways in which knowledge is produced in Classical Studies.
- Comparative study - Comparison of classical works enables students to understand the socio-historical contexts in which they were produced. Events such as the Peloponnesian War exerted a profound influence on Greece. These changes are reflected in classical works. Exploring classical works from different periods highlights the ways in which ideas and societies change over the course of time.

#### *Assessment:*

- Outcome 1 - Students should be able to analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context.
- Outcome 2 - Students should be able to compare the ideas and techniques in two classical works and discuss the relationships of these works to their socio-historical contexts.

#### *Assessment Break-Down (Units 3 & 4):*

- For Outcome 1 - This task is based on a selected work from List 1. Students will complete:
  - A written analysis of a section of a classical work; or
  - Structured questions.
- For Outcome 2 - This task requires comparison of works selected from List 2. Students will complete:
  - An essay comparing two classical works; or
  - A research response.

## 9. Year 12 Subjects 2011 (Humanities)

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### VCE Classical Studies Units 3&4 (Cont...)

#### Graded Assessment

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 End-of-year Examination: 50%

#### Other Information

- Classical Studies does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Classical Studies. However, it is preferable if students complete one or both of Unit 1 and 2 Classical Studies (or another Humanities course, or have a strong background in Greek culture and heritage) prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Information Technology Applications Units 3&4

#### Unit 3: IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations.

##### *Areas of Study:*

The areas of study are:

- Online communities
- Organisations and data management

##### *Assessment:*

- Outcome 1 - Students should be able to apply stages of the problem-solving methodology to create a prototype website that meets an online community's needs, and explain the technical requirements to support the hosting of this website.
- Outcome 2 - Students should be able to design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

##### *Assessment Break-Down:*

For Outcome 1:

- In response to a design brief and given data:
  - create a prototype website capable of supporting the information needs of an online community.And
- One of the following that justifies the selected website and explains the technical requirements of the host network:
  - a written report
  - a short-answer test.

For Outcome 2:

- In response to a design brief that includes an analysis of an information problem:
  - the design and development of a solution.And
- One of the following that discusses why and how data is acquired via websites:
  - a written report
  - a test.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Information Technology Applications Units 3&4 (Cont...)

#### Unit 4: IT Applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

##### *Areas of Study:*

The areas of study are:

- Organisations and information needs
- Information management

##### *Assessment:*

- Outcome 1 - Students should be able to use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.
- Outcome 2 – Students should be able to evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

##### *Assessment Break-Down:*

For Outcome 1:

- A solution in response to a design brief, including user documentation.

And

- A report that evaluates the extent to which the solution meets the needs of the organisation, in one of the following:
  - a written report
  - an annotated visual report.

For Outcome 2:

- One of the following:
  - • a written report
  - • a test
  - • an annotated visual report.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Information Technology Applications (Cont...)

#### Graded Assessment (Units 3&4)

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

#### Other Information

- IT Applications does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 IT Applications. However, it is preferable if students complete one or both of Unit 1 and 2 Information Technology prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Software Development Units 3&4

#### Unit 3

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

#### *Areas of Study:*

Unit 3 focuses on the following areas of study:

- Analysing information problems
- Design and development

#### *Assessment:*

There are two outcomes for this unit:

- Outcome 1 – Students should be able to analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment.
- Outcome 2 – Students should be able to represent a software design and apply a range of functions and techniques using a programming language to develop a prototype solution to meet a specific need.

#### *Assessment Break-Down:*

Outcomes 1 and 2 must be completed in specific ways:

- *Outcome 1:*  
In response to a design brief, produce documentation of the analysis of an information problem in the form of software requirements specifications.
- *Outcome 2:*  
In response to software requirements specifications create a prototype solution to meet a specific need.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Software Development Units 3&4 (Cont...)

#### Unit 4

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

#### *Areas of Study:*

Unit 4 focuses on the following areas of study:

- Purpose-designed solutions
- Evaluating purpose-designed solutions

#### *Assessment:*

There are two outcomes for this unit:

- Outcome 1 – Students should be able to apply stages of the problem-solving methodology to produce a solution for use on a mobile device, which takes into account technical and legal requirements.
- Outcome 2 – Students should be able to recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment.

#### *Assessment Break-Down:*

Outcomes 1 and 2 must be completed in specific ways:

- *Outcome 1:*

A solution (including internal documentation) in response to a design brief.

AND

User documentation and an explanation of how security and legal matters are managed when creating solutions in one of the following:

- a written report
- a test.

- *Outcome 2:*

One of the following:

- a written report
- a test.

## 9. Year 12 Subjects 2011 (Information Technology)

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### VCE Software Development Units 3&4 (Cont...)

#### Graded Assessment

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examinations: 50%

#### Other Information

- Software Development does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Software Development. However, it is preferable if students complete one or both of Unit 1 and 2 Information Technology prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

Students might consider completing Unit 1 & 2 IT in Year 10, Unit 3 & 4 IT Applications in Year 11 and Unit 3 & 4 Software Development in Year 12.

## 9. Year 12 Subjects 2011 (Languages)

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### VCE Greek Units 3&4

#### *Areas of Study (all Units):*

The areas of study for Greek comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

There are three prescribed themes:

#### *The Individual:*

- o Personal Identity – opinions and values, myself
- o Relationships – friends and family, the elderly
- o The School Experience – future aspirations, exchange programmes

#### *The Greek-speaking Communities*

- o Life-styles – Greek-Australian, Travel and Tourism
- o Special Traditions – festivals, customs, celebrations
- o Contemporary People and Events – famous people, the Asia Minor experience, the Olympic Games
- o The Migrant Experience – post-war migration, Diaspora, migration to Australia

#### *The Changing World*

- o Youth Issues – entertainment, drugs/alcohol, globalisation
- o Social Issues – healthy diet, sport, environment
- o World of Work – occupations/careers, the impact of technology on the nature of work.

Students will work with a variety of text types: articles, chart, e-mail/fax, formal/informal letter, play, poem, review, interview, conversation, discussion, speech, report, invitation, and recipe. They will deal with the structural aspect of language, word forms, grammatical rules and how language is used. Students will develop a range of vocabulary and idioms relevant to the prescribed topics.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

## 9. Year 11 Subjects 2011 (Languages)

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### VCE Greek Units 3 & 4(Cont...)

#### Unit 3

##### *Assessment:*

- Outcome 1 – Students should be able to express ideas through the production of original texts.
- Outcome 2 – Students should be able to analyse and use information from spoken texts.
- Outcome 3 – Students should be able to exchange information, opinions and experiences.

##### *Assessment Break-Down:*

The following list is a guide only:

- *Outcome 1:*
  - A 250-word personal or imaginative written piece.
- *Outcome 2:*
  - A response to specific questions, messages or instructions, extracting and using information requested.
- *Outcome 3:*
  - A three- to four-minute role-play, focusing on the resolution of an issue.

#### Unit 4

##### *Assessment:*

- Outcome 1 – Students should be able to analyse and use information from written texts.
- Outcome 2 – Students should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Greek-speaking communities.

##### *Assessment Break-Down:*

The following list is a guide only:

- *Outcome 1:*
    - A response to specific questions, messages or instructions, extracting and using information requested.
  - *Outcome 2:*
    - A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
- AND
- A three- to four-minute interview on an issue related to the texts studied.

## 9. Year 11 Subjects 2011 (Languages)

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### VCE Greek Units 3 & 4(Cont...)

#### Graded Assessment

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examinations: Oral Component 12.5%  
Written Component 37.5%

NB: A single grade is awarded for the Examination.

#### Other Information

- Greek does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

In order to be considered for Greek at Unit 1 & 2 level, students would need to be proficient in the language at Year 10 level AND need to be in the Year 10 Advanced class. Except in exceptional circumstances students must complete both Units 1 and 2 of Greek prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 11 Subjects 2011 (Languages)

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### VCE Chinese As A First Language Units 3 & 4

#### *General:*

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

The aims of the study design are to develop students':

- ability to use Chinese to communicate with others;
- understanding and appreciation of their own and other cultures;
- understanding of language as a system;
- potential to apply Chinese to work, further study, training or leisure.

#### *Areas of Study (all Units):*

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

## 9. Year 11 Subjects 2011 (Languages)

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### VCE Chinese As A First Language Units 3 & 4 (Cont...)

#### Unit 3

##### *Assessment:*

- Outcome 1 – Students should be able to express ideas through the production of original texts.
- Outcome 2 – Students should be able to analyse and use information from spoken texts.
- Outcome 3 – Students should be able to exchange information, opinions and experiences.

##### *Assessment Break-Down:*

The following list is a guide only:

- *Outcome 1:*
  - A 500–600 character imaginative written piece.
- *Outcome 2:*
  - A response to specific questions, or instructions, analysing and using information requested.
- *Outcome 3:*
  - A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

#### Unit 4

##### *Assessment:*

- Outcome 1 – Students should be able to analyse and use information from written texts.
- Outcome 2 – Students should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

##### *Assessment Break-Down:*

The following list is a guide only:

- *Outcome 1:*
  - A response to specific questions, or instructions, analysing and using information requested.
- *Outcome 2:*
  - A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review.

AND

  - A four- to five-minute interview on an issue related to texts studied.

## 9. Year 11 Subjects 2011 (Languages)

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### VCE Chinese As A First Language Units 3 & 4 (Cont...)

#### Graded Assessment

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examinations: Oral Component 12.5%  
Written Component 37.5%

NB: A single grade is awarded for the Examination.

#### Other Information

- Chinese FL does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Chinese FL prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. The school does not encourage students taking Units 3 and 4 Chinese FL in Year 11.

## 9. Year 12 Subjects 2011 (Maths)

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### Maths Methods (CAS) Units 3&4

#### Units 3 AND Unit 4

##### *Areas Of Study:*

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course.

##### *Assessment:*

Both Units 3 and 4 consist of 3 outcomes:

- Outcome 1 - Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2 - Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
- Outcome 3 – Students should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

##### *Assessment Break-Down:*

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of assessment tasks as follows:

- A function and calculus application task based on content from the areas of study, with three components of increasing complexity:
  - introduction of a context through specific cases or examples
  - consideration of general features of this context
  - variation, or further specification, of assumptions or conditions involved in the context to focus on a particular feature related to the context.

AND

- Two equally weighted tests that consist of an appropriate combination of multiple-choice, short-answer and extended response items.
- The outcomes are assessed across the application task and the two tests.

## 9. Year 12 Subjects 2011 (Maths)

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### Maths Methods (CAS) Units 3&4 (Cont...)

#### Graded Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematics: Mathematical Methods (CAS) the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 school-assessed coursework: 20%
- Unit 4 school-assessed coursework: 14%
- Units 3 and 4 examination 1: 22% (*technology free examination*)
- Units 3 and 4 examination 2: 44% (*technology examination*)

#### Other Information

- Maths Methods does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- In Mathematical Methods (Units 1, 2, 3 and 4) the use of the TI-Nspire CAS calculator is the main mode for satisfying Learning Outcome 3 (Use of technology). As a result it is compulsory for students undertaking any of these units to purchase or retain their CAS calculator.
- Students intending to undertake Mathematical Methods at Year 12 (Units 3 and 4) level must undertake Mathematical Methods at Year 11 (Units 1 and 2) level.
- The Mathematics courses at Year 12 may form pre-requisites for entry into a range of tertiary courses. It is HIGHLY RECOMMENDED THAT ADVICE IS OBTAINED FROM THE CAREERS COUNSELLOR AND YOUR TEACHER BEFORE SELECTION.
- The following pre-requisites apply for VCE Mathematics Units offered at Alphington Grammar School:

Subject	Units	Pre-requisites
Mathematical Methods	Units 3 & 4	A unit average of 65% in Year 11 Mathematics Methods (Semester One result). Semester Two results will also be looked at.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Maths Methods prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. The school does not encourage students taking Units 3 and 4 Maths Methods in Year 11.

## 9. Year 12 Subjects 2011 (Maths)

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### Further Maths Units 3&4

#### Units 3 AND Unit 4

##### *Areas Of Study:*

Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the 'Applications' area of study.

Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics B (Business) Units 1 and 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

There are two areas of study:

1. Data analysis – core material
2. Applications – module material:
  - o Module 1: Number patterns
  - o Module 2: Geometry and trigonometry
  - o Module 3: Graphs and relations
  - o Module 4: Business-related mathematics
  - o Module 5: Networks and decision mathematics
  - o Module 6: Matrices

##### *Assessment:*

Both Units 3 and 4 consist of 3 outcomes:

- Outcome 1 - Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 1 - Students should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
- Outcome 2 - Students should be able to use mathematical concepts and skills developed in the 'Data analysis' area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.
- Outcome 3 - Students should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study 'Data analysis' and the selected module from the 'Applications' area of study.

## 9. Year 12 Subjects 2011 (Maths)

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### Further Maths Units 3&4 (Cont...)

#### *Assessment Break-Down:*

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of assessment tasks as follows:

- A data analysis application task using contexts for investigation from a suitable data set selected by the teacher. The task has three components of increasing complexity:
  - display and organisation of univariate and bivariate data
  - consideration of general features of the data
  - analysis of the data such as regression analysis, the use of transformations to linearity, deseasonalisation, smoothing, or analysis of time series.

AND

- An analysis task for the first selected module, from one of the four types of analysis task described for Unit 4.

The outcomes are to be assessed across the application task and the analysis task.

## 9. Year 12 Subjects 2011 (Maths)

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### Further Maths Units 3&4 (Cont...)

#### Graded Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematics: Further Mathematics the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 school-assessed coursework: 20%
- Unit 4 school-assessed coursework: 14%
- Units 3 and 4 examination 1: 33%
- Units 3 and 4 examination 2: 33%

#### Other Information

- Further Maths does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- In Further Maths (Units 3 and 4) the use of the TI-Nspire CAS calculator is the main mode for satisfying Learning Outcome 3 (Use of technology). As a result it is compulsory for students undertaking any of these units to purchase or retain their CAS calculator.
- Students intending to undertake Further Maths at Year 12 (Units 3 and 4) level must undertake General Maths at Year 11 (Units 1 and 2) level.
- The Mathematics courses at Year 12 may form pre-requisites for entry into a range of tertiary courses. It is HIGHLY RECOMMENDED THAT ADVICE IS OBTAINED FROM THE CAREERS COUNSELLOR AND YOUR TEACHER BEFORE SELECTION.
- The following pre-requisites apply for VCE Mathematics Units offered at Alphington Grammar School:

Subject	Units	Pre-requisites
Further Maths	Units 3 & 4	A unit average of 65% in Year 11 General Maths (Semester One result). Semester Two results will also be looked at.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Further Maths prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. The school does not encourage students taking Units 3 and 4 Further Maths in Year 11.

## 9. Year 12 Subjects 2011 (Maths)

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### Specialist Maths Units 3&4

#### Units 3 AND Unit 4

##### *Areas Of Study:*

Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs' 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'. The development of course content should highlight mathematical structure and proof.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions, relations and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' area of study.

Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4 and completion of General Mathematics A (Academic Strand) Units 1 & 2.

##### *Assessment:*

Both Units 3 and 4 consist of 3 outcomes:

- Outcome 1 - Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 1 - Students should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.
- Outcome 2 - Students should be able to apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.
- Outcome 3 - Students should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## 9. Year 12 Subjects 2011 (Maths)

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### Specialist Maths Units 3&4 (Cont...)

#### *Assessment Break-Down:*

Demonstration of achievement of Outcomes 1, 2 and 3 will be based on the student's performance on a selection of assessment tasks as follows:

- Two analysis tasks will be conducted, with the three outcomes assessed across the two analysis tasks. Each analysis task is a short item of 2–4 hours duration over 1–2 days, selected from:
  - an assignment where students have the opportunity to work on a broader range of problems in a given context; or
  - a short and focused investigation, challenging problem or modelling task; or
  - a set of application questions requiring extended response analysis in relation to a particular topic or topics; or
  - item response analysis for a collection of multiple choice questions, including analysis of item distractors and their relationship to conceptual, process or reasoning error.
- The two analysis tasks will be of a different types.

## 9. Year 12 Subjects 2011 (Maths)

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### Specialist Maths Units 3&4 (Cont...)

#### Graded Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematics: Specialist Mathematics the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 school-assessed coursework: 14%
- Unit 4 school-assessed coursework: 20%
- Units 3 and 4 examination 1: 22% (*technology free examination*)
- Units 3 and 4 examination 2: 44% (*technology examination*)

#### Other Information

- Specialist Maths does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- In Specialist Maths (Units 3 and 4) the use of the TI-Nspire CAS calculator is the main mode for satisfying Learning Outcome 3 (Use of technology). As a result it is compulsory for students undertaking any of these units to purchase or retain their CAS calculator.
- Students intending to undertake Specialist Maths at Year 12 (Units 3 and 4) level must undertake Maths Methods at Year 11 (Units 1 and 2) level.
- The Mathematics courses at Year 12 may form pre-requisites for entry into a range of tertiary courses. It is HIGHLY RECOMMENDED THAT ADVICE IS OBTAINED FROM THE CAREERS COUNSELLOR AND YOUR TEACHER BEFORE SELECTION.
- The following pre-requisites apply for VCE Mathematics Units offered at Alphington Grammar School:

Subject	Units	Pre-requisites
Specialist Maths	Units 3 & 4	A unit average of 65% in Year 11 Maths Methods (Semester One result). Semester Two results will also be looked at.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Maths Methods prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4. The school does not encourage students taking Units 3 and 4 Specialist Maths in Year 11.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Music Performance

#### Unit 3 – Music Performance

The term 'instrument' as used in this study design includes voice.

##### *Areas of Study:*

- Performance - In this area of study students develop knowledge and skills required to present musically engaging performances of music works.
- Performance technique - In this area of study students develop knowledge and skills to achieve consistency and control of idiomatic instrumental and performance techniques in group and solo performances.
- Musicianship - In this area of study students systematically develop music theory knowledge and skills in aural comprehension and analysis.

##### *Assessment:*

Unit 3 consists of three outcomes:

- Outcome 1 - Students should be able to present an informed, accurate and expressive performance of a program of group and solo works.
- Outcome 2 – Students should be able to demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
- Outcome 3 – Students should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

##### *Assessment Break-Down:*

Outcomes 2 and 3 must be completed in specific ways:

- Outcome 2 -
  - A demonstration of performance techniques, technical work and exercises.  
And
    - A description of how selected performance techniques, technical work and exercises support the student's development as an instrumentalist and their preparation of works for Outcome 1. The description may be presented in one or more of the following formats:
      - > Oral ; multimedia; written.
  - And
    - A performance of unprepared material – sight reading or improvisation.
- Outcome 3 - Ensemble performance.
  - A test that includes aural, written and practical components.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Music Performance (Cont...)

#### Unit 4 – Music Performance

##### *Areas of Study:*

- Performance - In this area of study students prepare a program of works and refine their ability to present musically engaging performances to an audience.
- Performance technique - In this area of study students refine their ability to consistently control use of idiomatic instrumental and performance techniques.
- Musicianship - In this area of study students consolidate knowledge and skills developed in Unit 3 Outcome 3. Students continue systematic work to develop skills in theory, aural comprehension and analysis.

##### *Assessment:*

Unit 4 consists of three outcomes:

- Outcome 1 – Students should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
- Outcome 2 – Students should be able to demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
- Outcome 3 – Students should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

##### *Assessment Break-Down (Unit 4):*

Outcomes 2 and 3 must be completed in specific ways:

- Outcome 2 -
  - A demonstration of performance techniques, technical work and exercises.  
And
  - A discussion of how selected performance techniques, technical work and exercises support the student's development as an instrumentalist and their preparation of works for Outcome 1. The discussion may be presented in one or more of the following formats:
    - Oral; multimedia; written.And
  - A performance of unprepared material – sight reading or improvisation.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Music Performance (Cont...)

#### Graded Assessment - Units 3 and 4 Music Performance

- Unit 3 School-Assessed Coursework: 20%
- Unit 4 School-Assessed Coursework: 10%
- Units 3 and 4 Aural and Written End-of-year Examination: 20%
- Units 3 and 4 Solo Performance End-of-year Examination: 50%

#### Other Information

- Music Performance does NOT have a mid-year Exam, but a Practice (Theory) Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- Students are required to complete a performance in front of external examiners late in the academic year.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Music Performance prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Theatre Studies

#### Unit 3: Production development

##### *Areas of Study:*

This unit focuses on an interpretation of a play-script through four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft (including acting, costume, direction, dramaturgy, lighting, make-up, multi-media, properties, promotion/publicity, set, sound and stage-management), working collaboratively in order to realise the production of a play-script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed *Theatre Studies Unit 3 Playlist* published annually in the *VCAA Bulletin*, and analyse and evaluate the interpretation of the play-script in performance.

##### *Assessment:*

Unit 3 consists of three outcomes:

- Outcome 1 – Students student should be able to apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.
- Outcome 2 - Students should be able to analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
- Outcome 3 - Students should be able to analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

##### *Assessment Break-Down:*

Outcomes 1, 2 and 3 must be completed in specific ways:

- Outcome 1 - Practical application of two areas of stagecraft in all four stages of the production process, and demonstration of understanding of how selected stagecraft can be effectively applied to interpret a playscript in performance to an audience.
- Outcome 2 - A production folio that presents evidence and analysis of the application of two areas of stagecraft in all four stages of the production task.
- Outcome 3 - An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:
  - a written report
  - an analytical essay
  - short responses
  - structured questions.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Theatre Studies (Cont...)

#### Unit 4: Performance interpretation

##### *Areas of Study:*

In this unit students study a scene and associated monologue from the *Theatre Studies Performance Examination* (monologue list) published annually by the VCAA, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene and other appropriate areas of stagecraft. Students also attend a performance selected from the prescribed *Theatre Studies Unit 4 Playlist* published annually in the VCAA *Bulletin*, and analyse and evaluate acting in the production.

##### *Assessment:*

Unit 4 consists of three outcomes:

- Outcome 1 - Students should be able to perform an interpretation of a monologue from a playscript.
- Outcome 2 - Students should be able to develop a theatrical brief that presents an interpretation of a scene.
- Outcome 3 – Students should be able to analyse and evaluate acting in a production from the prescribed playlist.

##### *Assessment Break-Down:*

Outcomes 2 and 3 must be completed in specific ways:

- Outcome 2 - A theatrical brief that outlines an interpretation of a prescribed scene. The theatrical interpretation may be in any one or a combination of the following formats:
  - a written report; an analytical essay; short responses; structured questions.
- Outcome 3 - An analysis and evaluation of acting in a production from the prescribed playlist in any one or a combination of the following formats:
  - a written report; an analytical essay; short responses; structured questions.

## 9. Year 12 Subjects 2011 (Performing Arts)

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### VCE Theatre Studies (Cont...)

#### Graded Assessment - Units 3 and 4 Theatre Studies

- Unit 3 School-Assessed Coursework: 30%
- Unit 4 School-Assessed Coursework: 15%
- Units 3 and 4 written end-of-year Examination: 30%
- Units 3 and 4 Performance End-of-year Examination: 25%

#### Other Information

- Theatre Studies does NOT have a mid-year Exam, but a Practice (Theory) Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.
- Students are required to complete a performance in front of external examiners late in the academic year.

#### Entry – Units 3 and 4

Except in exceptional circumstances students must complete both Units 1 and 2 of Theatre Studies prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Health and Human Development

#### Unit 3: Australia's Health

##### *Areas of Study:*

- *Understanding Australia's health* - In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status.
- *Promoting health in Australia* - In this area of study students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

##### *Assessment:*

Unit 3 consists of two outcomes:

- Outcome 1 - Students should be able to compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.
- Outcome 2 - Students should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

##### *Assessment Break-Down:*

Outcomes 1 and 2 must be completed in specific ways:

- *Outcome 1:*
  - A response on the relative health status of Australians in one or more of the following forms
  - A response on the National Health Priority Areas in one or more of the following forms
- *Outcome 2:*
  - A response in one or more of the following forms:
- All Assessment Tasks will be completed in some of the following ways:
  - ❖ a case study analysis; a data analysis; a visual presentation; a multimedia presentation using more than two data types and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual); a blog; a test (multiple-choice, short-answer and/or extended response); a written response.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Health and Human Development

#### Unit 4: Global Health and Human Development

##### *Areas of Study:*

- *Introducing global health and human development* - In this area of study students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.
- *Promoting global health and human development* - Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through AusAid and contributions to non-government organisations.

##### *Assessment:*

Unit 4 consists of two outcomes:

- Outcome 1 - Students should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
- Outcome 2 - Students should be able to describe and evaluate programs implemented by international and Australian government and NGOs in promoting health, human development and sustainability.

##### *Assessment Break-Down:*

Outcomes 1 and 2 must be completed in specific ways:

- *Outcome 1:*
  - A response on the variations in health status between developing countries and Australia in one or more of the following forms...
  - A response on the contribution of the Millennium Development Goals to global health and sustainable human development in one or more of the following forms...
- *Outcome 2:*
  - A response in one or more of the following forms...
- All Assessment Tasks will be completed in some of the following ways:
  - ❖ a case study analysis; a data analysis; a visual presentation; a multimedia presentation using more than two data types and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual); a blog; a test (multiple-choice, short-answer and/or extended response); a written response.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Health and Human Development

#### Unit 3 & 4: Graded Assessment

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

#### Other Information

- Health & Human Development does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Health & Human Development. However, it is preferable if students complete one or both of Unit 1 and 2 Health & Human Development prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Physical Education

#### Unit 3: Physical activity participation and physiological performance

##### *Areas of Study:*

In Unit 3 there are three areas of study:

- Monitoring and promotion of physical activity - This area of study uses subjective and objective methods for assessing the student's own and another cohort's physical activity and sedentary levels.
- Physiological responses to physical activity - In this area of study students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles.

##### *Assessment:*

Unit 3 consists of two outcomes:

- Outcome 1 - Students should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
- Outcome 2 - Students should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

##### *Assessment Break-Down:*

Outcome 1 and 2 must be completed in specific ways:

- Outcome 1 -
    - A response in one or more of the following forms, which focuses on strategies aimed at increasing physical activity levels:
      - ❖ a practical laboratory report; a case study analysis; a data analysis; a critically reflective folio/diary of participation in practical activities; a visual presentation; a multimedia presentation.
  - Outcome 2 -
    - A response in one or more of the following forms, which focuses on the acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body:
      - ❖ a practical laboratory report; a case study analysis; a data analysis; a critically reflective folio/diary of participation in practical activities; a visual presentation; a test
- AND
- A practical laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Physical Education (Cont...)

#### Unit 4: Enhancing performance

##### *Areas of Study:*

This unit has two areas of study:

- Planning, implementing and evaluating a training program - This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective.
- Performance enhancement and recovery practices - This area of study explores nutritional, physiological and psychological strategies used to enhance performance.

##### *Assessment:*

Unit 4 consists of two outcomes:

- Outcome 1 – Students should be able to plan, implement and evaluate training programs to enhance specific fitness components.
- Outcome 2 – Students should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

##### *Assessment Break-Down:*

Outcome 1 and 2 must be completed in specific ways:

- Outcome 1 -
  - A written report that includes a plan and evaluation of a six-week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components.

AND

  - A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance:
    - ❖ a case study analysis; a data analysis; a critically reflective folio/diary of participation in practical activities; a practical laboratory report; a visual presentation; a test.
- Outcome 2 -
  - A response in one or more of the following formats, which identifies and evaluates various strategies and practices that are used to enhance performance:
    - ❖ a practical laboratory report; a case study analysis; a data analysis; a media analysis; a test.

## 9. Year 12 Subjects 2011 (Physical Education)

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### VCE Physical Education (Cont...)

#### Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 End-of-year Examination: 50%

#### Other Information

- Physical Education does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Physical Education. However, it is preferable if students complete one or both of Unit 1 and 2 Physical Education prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Biology

#### Unit 3: Signatures of Life

##### *Areas of Study:*

- Area of Study 1: Molecules of life
- Area of Study 2: Detecting and Responding

Students investigate the activities of cells at a molecular level. An understanding that DNA and proteins are the key molecules of life forms is gained and applications of molecular biology in medical diagnosis and the design of new pharmaceuticals is explored. Students will also examine how cells respond to the invasion of a disease causing organism and investigate the mechanisms that control the specific and non-specific immune responses of organisms to foreign substances. Students will investigate how technologies assist in managing disorders that interfere with coordination and regulation.

On completion of this unit, students should be able to:

- analyse and evaluate evidence from practical investigations related to biochemical processes
- describe and explain coordination and regulation of an organism's immune response to antigens at the molecular level

##### *Assessment:*

Unit 3 consists of two outcomes:

- Outcome 1 - Students should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.
- Outcome 2 - Students should be able to describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.

##### *Assessment Break-Down:*

For Outcome 1:

- A summary report of a practical activity related to a biochemical process. AND
- A written report of a practical activity on the movement of substances across membranes.

For Outcome 2:

- A summary report of a plant or animal response to chemical and/or physical stimuli. OR
- A summary report of a practical activity related to bacteria response to chemical and/or physical stimuli. A presentation given orally or in annotated poster form on one aspect of the immune response. OR
- A web page or presentation in multimedia format on one aspect of the immune response.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Biology (Cont...)

#### Unit 4: Continuity and Change

##### *Areas of Study:*

Area of Study 1: Heredity

Area of Study 2: Change over time

Students investigate the molecular genetics of individuals and species. An examination of techniques and technologies that enable humans to manipulate the genetic material of organisms will be undertaken, as well as analyses of the patterns of inheritance. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution. Consideration of how the interaction between human, cultural and technological evolution may have affected evolutionary processes are also looked at; the bioethical, environmental and legal issues raised when gene technologies are applied.

On completion of this unit, students should be able to:

- analyse evidence for the molecular basis of heredity and patterns of inheritance
- analyse and evaluate evidence of evolutionary change and evolutionary relationships
- describe mechanisms for change including the effect of human intervention on evolutionary processes

##### *Assessment:*

Unit 4 consists of two outcomes:

- Outcome 1- Students should be able to analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Outcome 2 - Students 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 Break-Down:*

For Outcome 1:

- A summary report of a practical activity related to a genetic cross using first-hand data. AND
- A summary report of a practical activity on a DNA manipulation technique.

For Outcome 2:

- An oral or written report that demonstrates evolutionary relationships using first-or second-hand data. AND
- A response to an issue related to an application of gene technologies using any one or a combination of the following:
  - ❖ an oral report; an annotated poster; a web page; a multimedia format; a written report.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Biology (Cont...)

#### Assessment – Units 3 and 4

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework, a mid-year and an end-of-year examination of one and half hour duration.

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School-Assessed Coursework | 17% |
| • Mid-year Examination Unit 3       | 33% |
| • Unit 4 School-Assessed Coursework | 17% |
| • End-of-year Examination Unit 4    | 33% |

#### Other Information

- Biology has a mid-year Exam AND an end of year Exam. A Practice Exam for the June Exam is held towards the end of May. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Biology. However, it is preferable if students complete one or both of Unit 1 and 2 Biology prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Chemistry

#### Unit 3: Chemical Pathways

##### *Areas of Study:*

Area of Study 1: Chemical analysis

Area of Study 2: Organic chemistry pathways

The unit examines the scope of techniques available to the analytical chemist. A variety of analytical techniques are used to analyse products in the laboratory. In organic chemical pathways, systematic organic chemistry is investigated including the production of starting materials for particular reaction pathways.

On completion of this unit, students should be able to:

- evaluate the suitability of techniques and instruments used in chemical analyses
- identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

##### *Assessment:*

Unit 3 consists of two outcomes:

- Outcome 1 - Students should be able to evaluate the suitability of techniques and instruments used in chemical analyses.
- Outcome 2 - Students should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

##### *Assessment Break-Down:*

For Outcome 1

- An extended experimental investigation that can be drawn from either area of study 1 or area of study 2  
AND
- From the area of study NOT used for the extended experimental investigation.

For Outcome 2

- A written report of one practical activity AND
- One task selected from the following:
  - ❖ a response to stimulus material in written, oral or visual format; an analysis of first or second-hand data using structured questions; a report in written, oral, multimedia or visual format related to chemical pathways.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Chemistry (Cont...)

#### Unit 4: Chemistry at Work

##### *Areas of Study:*

Area of Study 1: Industrial chemistry

Area of study 2: Supplying and using energy

There is a focus on the factors that affect the rate and extent of chemical reactions in this unit. Experiments are conducted to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction. The use of different energy resources and the evaluation of the extent of the reserves of some of these resources is also focused on.

On completion of this unit, students should be able to:

- analyse the factors that determine the optimum conditions used in the industrial production of a selected chemical
- analyse chemical and energy transformations occurring in chemical reactions at the conclusion of their study of this unit

##### *Assessment:*

Unit 4 consists of two outcomes:

- Outcome 1 - Students should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
- Outcome 2 - Students should be able to analyse chemical and energy transformations occurring in chemical reactions.

##### *Assessment Break-Down:*

For Outcome 1

- A summary report including annotations of three practical activities drawn from either area of study 1 and area of study 2 AND
- From the area of study NOT used for the summary report

For Outcome 2

- A written report of one practical activity AND
- One task selected from the following:
  - ❖ a response to stimulus material in written, oral or visual format; an analysis of first or second-hand data using; structured questions; a report in written, oral, multimedia or visual format related to chemistry at work.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Chemistry (Cont...)

#### Assessment – Units 3 and 4

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework, a mid-year and an end-of-year examination of one and half hour duration.

- Unit 3 School-Assessed Coursework: 17%
- Mid-year Examination Unit 3 33%
- Unit 4 School-Assessed Coursework: 17%
- End-of-year Examination Unit 4 33%

#### Other Information

- Chemistry has a mid-year Exam AND an end of year Exam. A Practice Exam for the June Exam is held towards the end of May. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

Students are expected to have completed Unit 1 and or 2 Chemistry prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Physics

#### Unit 3: Physics

##### *Areas of Study:*

This unit consists of three areas of study:

- *Motion in one and two dimensions* - Newtonian theories give important insights into a range of motions, and contribute towards safety considerations. This study focuses on everyday motion.
- *Electronics and photonics* - Photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation.
- *Detailed studies* - Three detailed studies are available in Unit 3. One detailed study is to be selected from:
  - ❖ Einstein's special relativity; Materials and their use in structures; Further electronics.
  - ❖ The selected detailed study requires approximately 12 hours of class time.

##### *Assessment:*

Unit 3 consists of three separate outcomes:

- Outcome 1 - Students should be able to investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
- Outcome 2 - Students should be able to investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
- Outcome 3.1 - Students should be able to use Einstein's theory of relativity to describe and explain relativistic motion and effects, and make comparisons with classical descriptions of motion OR
- Outcome 3.2 - Students should be able to analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials OR
- Outcome 3.3 – Students should be able to design and investigate 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 Break-Down:*

For this unit, students must complete the following:

- A student-designed extended practical investigation AND
- at least two different tasks selected from the following:
  - ❖ a multimedia presentation; an annotated folio of practical activities; a summary report of selected practical activities from the student's log book; a data analysis; a report (written, oral, annotated visual); a test (short answer and extended response); a response to a media article.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Physics (Cont...)

#### Unit 4: Physics

##### *Areas of Study:*

This unit consists of three areas of study:

- *Electric power* - The generation, transmission, distribution and use of electric power are crucial to modern life. Students will use evidence and models of electrical, magnetic and electromagnetic effects in several contexts (eg electric motors, generators, alternators and transformers, electric power transmission).
- *Interactions of light and matter* - Students will use mathematical models and explanations to interpret evidence about the interactions of light and matter.
- *Detailed studies* - Three detailed studies are available in Unit 4. One detailed study is to be selected from:
  - ❖ Synchrotron and its applications; Photonics; Sound.
  - ❖ The selected detailed study requires approximately 12 hours of class time.

##### *Assessment:*

Unit 4 consists of three separate outcomes:

- Outcome 1 - Students should be able to investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
- Outcome 2 - Students should be able to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
- Outcome 3.1 - Students should be able to describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation OR
- Outcome 3.2 - Students should be able to apply the photon and wave models of light to describe and explain the operation of different light sources and fibre optic wave-guides and analyse their domestic, scientific and industrial uses OR
- Outcome 3.3 - Students should be able to apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.

##### *Assessment Break-Down:*

For this unit, students must complete the following:

- A summary report of selected practical activities from the student's log book AND
- at least two different tasks selected from the following (these tasks should constitute the assessment for the two remaining outcomes):
  - ❖ a multimedia presentation; an annotated folio of practical activities; a student-designed extended practical investigation; a report (written, oral, annotated visual); a test (short answer and extended response).

## 9. Year 12 Subjects 2011 (Science)

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### VCE Physics (Cont...)

#### Assessment - Units 3 and 4

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

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School-Assessed Coursework | 17% |
| • Unit 3 Mid-year Examination       | 33% |
| • Unit 4 School-Assessed Coursework | 17% |
| • Unit 4 End-of-year Examination    | 33% |

#### Other Information

- Physics has a mid-year Exam AND an end of year Exam. A Practice Exam for the June Exam is held towards the end of May. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

Students are expected to have completed Unit 1 and or 2 Physics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Science)

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### VCE Psychology

#### Unit 3

##### *Areas of Study:*

- Mind, brain and body - This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour.
- Memory - Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness.

##### *Assessment:*

Unit 3 consists of three separate outcomes:

- Outcome 1 - Students should be able to explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
- Outcome 2 - Students should be able to compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

##### *Assessment Break-Down:*

For this unit, the Outcomes must be undertaken in one of two ways. Pair A may be selected for either Outcome 1 or Outcome 2. Pair B must be utilised for the outcome not covered by Pair A:

- PAIR A
  - Report of a research investigation conducted by the student
  - AND
  - one other task selected from:
    - data analysis; media response; test
- PAIR B
  - Two tasks selected from:
    - evaluation of research; data analysis; essay; media response; annotated folio of practical activities; oral presentation using two or more data types; test; visual presentation

## 9. Year 12 Subjects 2011 (Science)

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### VCE Psychology (Cont...)

#### Unit 4

##### *Areas of Study:*

- Learning - This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning, one-trial learning, trial and error learning, insight learning and latent learning. Behaviour not dependent on learning is also explored.
- Mental health - Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual's mental functioning and mental health. The relationship between stress and mental health is investigated together with the strategies for coping with stress.

##### *Assessment:*

Unit 4 consists of three separate outcomes:

- Outcome 1 - Students should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
- Outcome 2 – Students should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

##### *Assessment Break-Down:*

For this unit, the Outcomes must be undertaken in one of two ways. Pair A may be selected for either Outcome 1 or Outcome 2. Pair B must be utilised for the outcome not covered by Pair A:

- PAIR A
  - Annotated folio of practical activities
  - AND
  - one other task selected from:
    - data analysis; media response; test
- PAIR B
  - Two tasks selected from:
    - evaluation of research; data analysis; essay; media response; report of a research investigation conducted by the student; oral presentation using two or more data types; test; visual presentation

## 9. Year 12 Subjects 2011 (Science)

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### VCE Psychology (Cont...)

#### Assessment - Units 3 and 4

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework, a mid-year and an end-of-year examination 90 minutes duration.

- Unit 3 School-Assessed Coursework: 17%
- Mid-year Examination Unit 3 33%
- Unit 4 School-Assessed Coursework: 17%
- End-of-year Examination Unit 4 33%

#### Other Information

- Psychology has a mid-year Exam AND an end of year Exam. A Practice Exam for the June Exam is held towards the end of May. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Psychology. However, it is preferable if students complete one or both of Unit 1 and 2 Psychology prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Art

#### Unit 3

##### *Areas of Study:*

- Interpreting art - In this area of study students respond critically as they interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis.
- Investigation and interpretation through artmaking - In this area of study students develop their own art responses inspired by ideas, concepts and observations.

##### *Assessment:*

Unit 3 consists of two separate outcomes:

- Outcome 1 - Students should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
- Outcome 2 – Students should be able to explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

##### *Assessment Break-Down:*

For Outcome 1, any one or a combination of the following tasks:

- a written report; an extended response; short responses; structured questions; an annotated visual report; a multimedia presentation.

Outcome 2 in Unit 3 is a School Assessed Task and is subject to external review.

School Assessed Task 1 - Unit 3 – Outcome 2:

- Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Art (Cont...)

#### Unit 4

##### *Areas of Study:*

- Discussing and debating art - Students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks related to their discussion. They refer to a range of resources and commentaries to examine and debate opinions and arguments, and refer to artists and artworks to support their points of view.
- Realisation and resolution - Students continue to develop the body of work begun in Unit 3 and work toward resolved ideas and concepts leading to at least one finished artwork other than the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks.

##### *Assessment:*

Unit 4 consists of two separate outcomes:

- Outcome 1 - Students should be able to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
- Outcome 2 - Students should have progressively communicated ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

##### *Assessment Break-Down:*

For Outcome 1, any one or a combination of the following tasks:

- a written report; an extended response; short responses; structured questions; an annotated visual report; a multimedia presentation.
- Outcome 2 in Unit 4 is a School Assessed Task and is subject to external review.

School Assessed Task 1 - Unit 4 – Outcome 2:

- Progressively communicated ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their artmaking.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Art (Cont...)

#### Unit 3 & 4: School Assessed Tasks

The school assessed task is as follows:

- ❖ A body of work presenting explorations within selected art form/s and/or media which clearly demonstrates the development of the student's thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, with at least two finished artworks that resolve the student's intentions.

#### Assessment – Units 3 and 4

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework, school-assessed tasks, an end-of-year examination

- |                                      |     |
|--------------------------------------|-----|
| • Unit 3 school-assessed coursework  | 10% |
| • Unit 4 school-assessed coursework  | 10% |
| • Unit 3 and 4 school-assessed tasks | 50% |
| • End-of-year examination            | 30% |

#### Other Information

- Art does not have a mid-year Exam but it does have an end of year Exam. A Practice Exam will be conducted in the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Art. However, it is preferable if students complete one or both of Unit 1 and 2 Art prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Media

#### Unit 3: Narrative and media production design

##### *Areas of Study:*

- Narrative - This area of study focuses on an analysis of the narrative organisation of fictional film, radio or television programs. The narrative organisation in two or more media texts is analysed.
- Media production skills - This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.
- Media production design - This area of study focuses on the preparation of a media production design plan in a media form as outlined in the table below.

##### *Assessment:*

Unit 3 consists of three separate outcomes:

- Outcome 1 - Students should be able to analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.
- Outcome 2 – Students should be able to use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.
- Outcome 3 - Students should be able to prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

##### *Assessment Break-Down:*

- For Outcome 1 any one or a combination of the following formats:
  - a written report; an essay; short responses; structured questions; an annotated visual report; an oral report; another appropriate format.
- The film, radio or television programs must be drawn from the same medium and must not include advertisements, student films, documentaries, cartoons, video clips and news or current affairs programs. The school should select the media texts.
- Outcome 2 and 3 in Unit 3 are assessed through a school-assessed task. This assessment will be subject to review by a panel appointed by the VCAA.
  - Outcome 2 Task - Production exercises with accompanying documentation that demonstrate a range of media skills relevant to production design plan specifications appropriate to the media form(s) identified in Unit 3 area of study 3 Media production design.
  - Outcome 3 Task - A media production design plan prepared for one of the media form(s) identified in Unit 3 area of study 3 Media production design. The plan should be related to a media product to be completed in Unit 4 and include specifications as identified in Unit 3 area of study 3 Media production design.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Media (Cont...)

#### Unit 4: Media process, social values and media influence

##### *Areas of Study:*

- Media process - This area of study focuses on the production of one media product based on a media production design plan.
- Social values - This area of study focuses on an analysis of social values represented in media texts and the relationship between social values, media texts and society. One media text is analysed in detail during the analysis of the ways in which media texts in general are shaped by social values.
- Media influence - This area of study focuses on an analysis of media influence and debates in assessing this influence. Media texts in more than one form are analysed.

##### *Assessment:*

Unit 4 consists of three separate outcomes:

- Outcome 1 – Students should be able to produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
- Outcome 2 – Students should be able to discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.
- Outcome 3 – Students should be able to discuss theories of media influence and analyse debates about the nature and extent of media influence.

##### *Assessment Break-Down:*

- Outcome 1 makes up the School Assessed Task for Unit 4.
- For Outcomes 2 and 3, any one or a combination of the following formats:
  - a written report; an essay; short responses; an annotated visual report; an oral report; another appropriate format.
  - The school should select the media texts for study.
- Outcome 1 in Unit 4 is assessed through a school-assessed task. This assessment will be subject to review by a panel appointed by the VCAA.
  - Outcome 1 Task - A media product including audio, visual and/or text components as appropriate. The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan.

## 9. Year 12 Subjects 2011 (Visual Arts)

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### VCE Media (Cont...)

#### Assessment – Units 3 and 4

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework, school-assessed tasks, an end-of-year examination

- Unit 3 school-assessed tasks 33%
- Unit 4 school-assessed tasks 33%
- End-of-year examination 34%

#### Other Information

- Media does not have a mid-year Exam but it does have an end of year Exam. A Practice Exam will be conducted in the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for these examinations.

#### Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 Media. However, it is preferable if students complete one or both of Unit 1 and 2 Media prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.