VCE Subjects
Offered for Year 12
2015
Year 12 Subjects 2015

Proposed Year 12 Studies 2015 - Introduction

The subjects listed below are currently the studies proposed to be offered to students for their Year 12 year in 2015. 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.

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1. Year 12 Subjects 2015 (Commerce)

VCE Accounting Units 3&4

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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used. Where appropriate, the accounting procedures developed in each area of study should 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 for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
- Outcome 2 - Students should be able to record balance day adjustments and prepare and interpret accounting reports.

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.
1. **Year 12 Subjects 2015 (Commerce)**

**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. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

**Areas of study:**

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

**Assessment:**

- **Outcome 1** - Students should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
- **Outcome 2** - Students should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss 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.
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: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-Year Examination: 50%

Other Information

- Accounting has an end of year Exam. Practice Exams are held throughout the year. 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.
1. Year 12 Subjects 2015 (Commerce)

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.
1. Year 12 Subjects 2015 (Commerce)

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.
1. Year 12 Subjects 2015 (Commerce)

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.
1. Year 12 Subjects 2015 (Commerce)

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.
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.
1. Year 12 Subjects 2015 (Commerce)

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.
2. Year 12 Subjects 2015 (English)

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, or in writing
- 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
- writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media, along with an
- a sustained and reasoned point of view on the selected issue in oral form.
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.
2. Year 12 Subjects 2015 (English)

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 has a mid-year exam (internal), along with one further one Practice Exam is held during the third week of the July term 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.
  - Section A: Text Response - Students will be required to write on one text response (from the two texts studied from Text List 1).
  - Section B: Context - 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. (NB: if answering on a film text in Section A, they cannot use the film text for Section B and vice versa).
  - Section C: Critical Analysis - 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 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.
Eligibility for Unit 3 & 4 EAL

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

*Enrolment in English (EAL) is available only to students who have approved English as an Additional Language (EAL) status.*

A student may be eligible for EAL 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 EAL 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 in writing

For EAL students:

- a sustained and reasoned point of view on the selected issue that demonstrates the persuasive use of language. This must be in 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.
2. Year 12 Subjects 2015 (English)

VCE English as an Additional 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 EAL 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

- EAL does NOT have a mid-year Exam, but a Practice Exam is held at the end of Semester One. 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 EAL 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 EAL units in order to obtain their VCE.
2. Year 12 Subjects 2015 (English)

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 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.
2. Year 12 Subjects 2015 (English)

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.
2. Year 12 Subjects 2015 (English)

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.
2. **Year 12 Subjects 2015 (English)**

**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 encouraged) 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.
3. Year 12 Subjects 2015 (Humanities)

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.
3. Year 12 Subjects 2015 (Humanities)

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.
3. Year 12 Subjects 2015 (Humanities)

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.
3. Year 12 Subjects 2015 (Humanities)

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.
4. Year 12 Subjects 2015 (Information Technology)

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.
4. Year 12 Subjects 2015 (Information Technology)

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.
4. Year 12 Subjects 2015 (Information Technology)

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.
4. **Year 12 Subjects 2015 (Information Technology)**

**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.
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.
4. Year 12 Subjects 2015 (Information Technology)

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.
5. Year 11 Subjects 2015 (Languages)

LOTE

Languages

Foreign language teaching has been a significant feature of Alphington Gramma School’s remarkable curriculum since the founding of the school. Greek was introduced in 1989 in recognition of the founding fathers but also in acknowledgment of the important role the Hellenic influence has played in the development of the Western World, in terms of language, ideas and institutions, and has been taught continuously since then. The study of Chinese (Mandarin) was introduced for all secondary school students.

We believed that a strong language program enhances the educational journey and encourages our students to develop alternative perspectives and empathy. This is part of our commitment to preparing our students to aspire to excellence, make a difference and as global citizens, rise boldly to the challenges of their times.

Our students cannot rely on working and living in a world where English is the dominant language, nor the most common second language. Our language program is designed to provide a passport for our students to further language, learning and a framework to learn and enjoy other cultures which they will inevitably encounter in Australia and beyond.

Benefits of Learning a Second Language

The ability to understand and speak another language delivers lifelong benefits in both our professional and personal lives – and this is recognised as a national priority. Technology has ensured an increasingly global economy. The necessity to trade and ‘do business’ well beyond our own borders means our students need to be able to communicate effectively.

The benefits of learning languages extend far beyond participation as a global citizen. Learning languages has proven benefits including:

- Being able to learn more about one’s own language.
- Developing critical thinking skills and cognitive abilities.
- Appreciating different cultures and traditions.
- Making life-long friends.
- Participating in a range of cultural tours, exchanges and hosting opportunities.
- Enhancing career prospects in a globalised job market.
- Encouraging a deeper understanding and tolerance of cross cultural communities.
- In country scholarship opportunities.
- Fostering social and economic benefits for Australia.

Global Learning

As a school, we understand the important of preparing our students to make a difference in a world where opportunities for success require the ability to compete, connect and cooperate on a global scale.

In addition to strong language and immersion programs, we also offer students the opportunity for further cultural enrichment and intercultural education through a range of study tours and service programs either locally, nationally or internationally to China, Turkey, Gallipoli, and Greece as part of our Global Gateways Program.
5. Year 12 Subjects 2015 (Languages)

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

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

The Changing World
- Youth Issues – entertainment, drugs/alcohol, globalisation
- Social Issues – healthy diet, sport, environment
- 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.
5. Year 12 Subjects 2015 (Languages)

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.
5. Year 12 Subjects 2015 (Languages)

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.
5. Year 12 Subjects 2015 (Languages)

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
5. Year 12 Subjects 2015 (Languages)

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.
5. Year 12 Subjects 2015 (Languages)

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 10%
  Written Component 40%

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.
6. **Year 12 Subjects 2015 (Maths)**

**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.
6. Year 12 Subjects 2015 (Maths)

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-CX 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Methods</td>
<td>Units 3 &amp; 4</td>
<td>A unit average of 65% in Year 11 Mathematics Methods (Semester One result). Semester Two results will also be looked at.</td>
</tr>
</tbody>
</table>

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.
6. **Year 12 Subjects 2015 (Maths)**

**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** – modules material:
   - Module 1: Number patterns
   - Module 2: Geometry and trigonometry
   - Module 3: Graphs and relations
   - Module 4: Business-related mathematics
   - Module 5: Networks and decision mathematics
   - 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.
6. Year 12 Subjects 2015 (Maths)

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, desseasonalisation, 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.
6. Year 12 Subjects 2015 (Maths)

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Maths</td>
<td>Units 3 &amp; 4</td>
<td>A unit average of 65% in Year 11 General Maths (Semester One result). Semester Two results will also be looked at.</td>
</tr>
</tbody>
</table>

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.
6. Year 12 Subjects 2015 (Maths)

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.

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.
6. Year 12 Subjects 2015 (Maths)

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.
6. Year 12 Subjects 2015 (Maths)

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:

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<tr>
<th>Subject</th>
<th>Units</th>
<th>Pre-requisites</th>
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</thead>
<tbody>
<tr>
<td>Specialist Maths</td>
<td>Units 3 &amp; 4</td>
<td>A unit average of 80% in Year 11 Maths Methods (Semester One result). Semester Two results will also be looked at.</td>
</tr>
</tbody>
</table>

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.
7. Year 12 Subjects 2015 (Performing Arts)

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.
7. **Year 12 Subjects 2015 (Performing Arts)**

**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** -
  
  o A demonstration of performance techniques, technical work and exercises.

  And

  o 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:

  o Oral; multimedia; written.

  And

  o A performance of unprepared material – sight reading or improvisation.
7. Year 12 Subjects 2015 (Performing Arts)

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.
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 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.
7. Year 12 Subjects 2015 (Performing Arts)

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.
7. Year 12 Subjects 2015 (Performing Arts)

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.
8. Year 12 Subjects 2015 (Physical Education)

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.

- The NHPAs initiative seeks to bring a national healthy policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs and come to understand that nutrition is an important factor for a number of the NHPAs.

- 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
  - A response on the National Health Priority Areas

- **Outcome 2:**
  - A response on health promotion in Australia.

- 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.
8. Year 12 Subjects 2015 (Physical Education)

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 the Department of Foreign Affairs and Trade (DFAT) 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.

- **Outcome 2** - Students should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations and the interrelationships between 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.
  - A response on the contribution of the Millennium Development Goals to global health and sustainable human development.

- **Outcome 2**:
  - A response on the evaluation of programs implemented by international and Australian government and non-government organisations.

- 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.
8. Year 12 Subjects 2015 (Physical Education)

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.
8. Year 12 Subjects 2015 (Physical Education)

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.
8. Year 12 Subjects 2015 (Physical Education)

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.
8. Year 12 Subjects 2015 (Physical Education)

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 2015 (Science)

VCE Biology

Unit 3: Signatures of Life

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism.

Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Students consider the technological advances that have contributed to our knowledge and understanding of molecular biology and thereby appreciate the dynamic nature of science. Students apply concepts related to the structure, function, activities, needs and regulated death of cells.

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
9. Year 12 Subjects 2015 (Science)

VCE Biology (Cont...)

Unit 3: Signatures of Life (Cont...)

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.
Unit 4: Continuity and Change

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction.

Students examine the interrelationships between biological, cultural and technological evolution. As they consider the historical development of ideas and technological advances that have contributed to our knowledge and understanding of inheritance and evolutionary biology, students come to understand the dynamic nature of science, the human factors that influence developments in science and its increasing reliance on evidence. Students investigate emerging technological applications and the implications of advances in molecular genetics.

The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

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 an 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 2015 (Science)

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, and an end-of-year examination of two and half hours duration.

- Unit 3 School-Assessed Coursework 20%
- Unit 4 School-Assessed Coursework 20%
- End-of-year Examination Units 3&4 60%

Other Information

- Biology has a an end of year Exam. Practice Exams are held at various points throughout the year. 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 2015 (Science)

VCE Chemistry

Unit 3: Chemical Pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Some techniques of analysis have been refined over many years to make them quicker and more accurate. Other techniques are now used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry, or carbon-13 and proton nuclear magnetic resonance spectroscopy.

Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and medicines.

Students use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments. Students complete an extended experimental investigation drawn from Area of Study 1 or Area of Study 2.

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.
9.  Year 12 Subjects 2015 (Science)

VCE Chemistry (Cont...)

Unit 3: Chemical Pathways (Cont...)

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 2015 (Science)

VCE Chemistry (Cont...)

Unit 4: Chemistry at Work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate the renewability of a range of energy sources and consider their energy efficiencies. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells. These cells are used in smaller appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals.

Students continue to use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

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
9. Year 12 Subjects 2015 (Science)

VCE Chemistry (Cont...)

Unit 4: Chemistry at Work (Cont...)

Assessment:

Unit 4 consists of two outcomes:

- Outcome 1 - Students should be able to analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to evaluate 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 2015 (Science)

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, and an end-of-year examination of two and half hour duration.

- Unit 3 School-Assessed Coursework: 20%
- Unit 4 School-Assessed Coursework: 20%
- End-of-year Examination Units 3&4 60%

Other Information

- Chemistry has an end of year Exam. Practice Exams are held throughout the year. 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.
VCE Physics

Unit 3: Physics

Unit 3 consists of two prescribed areas of study: **Motion in one and two dimensions**; and **Electronics and photonics**.

Only one detailed study is to be chosen in either Unit 3 or Unit 4 from six detailed studies available: *Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound*.

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

Students continue to have regular experience in experimental investigation in the laboratory. They design and carry out an extended practical investigation. They collect accurate data, evaluate the quality of data and measurement processes, and make conclusions based on the data. Mathematical modelling, including calculations, is applied to all areas of study to organise first-hand and second-hand data, make predictions and link concepts. Students analyse and solve more complex qualitative and quantitative problems. Computer and/or graphics calculator programs are used to collect and analyse first-hand and second-hand data, and to present investigation findings.

In this unit, students select focused research questions and formulate a quantitatively testable hypothesis. They identify variables of significance to an investigation and decide the appropriate variables to be controlled. They adapt or extend given methods, and design their own methods, for the control of variables and the systematic collection of sufficient relevant data for focused investigations. Students record raw qualitative and quantitative data accurately and present processed data, including correct use of units, symbols and formulas, to ensure that relationships between variables are evident. They select and use appropriate materials, apparatus and measurement procedures to ensure a high degree of reliability and accuracy in the data. Students interpret their results to draw relevant conclusions from their investigations. They identify sources of error and estimate uncertainties in, and reliability of, data and derived quantities. They analyse procedures and results, taking into account limitations of, and weaknesses and errors in, techniques and equipment. Alternative interpretations of data and results are identified and explained. They identify and apply safe and responsible practices when designing and completing independent and collaborative investigations. Students select and use appropriate information sources to assess risk.
9. Year 12 Subjects 2015 (Science)

VCE Physics (Cont...)

Unit 3: Physics (Cont...)

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.

Assessment:

**Unit 3** consists of two 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.

Assessment Break-Down:

For this unit, students must complete the following:

- A student-designed extended practical investigation AND

- One different task 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.
Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: *Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.*

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

Students continue to undertake extensive and regular experimental work in the laboratory. They design and carry out investigations, collect accurate data, evaluate the quality of data and measurement processes and make conclusions based on the data. Mathematical modelling, including calculations, continues to be used to organise first-hand and second-hand data, to link concepts, to make predictions and to identify trends. Students analyse and solve more complex qualitative and quantitative problems.

Computer and/or graphical calculator programs are used to collect and analyse first-hand and secondhand data, and to present investigation findings. In this unit, students develop conceptual understanding by investigating practical activities and demonstrations.

Students record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, accurately and to ensure that relationships between variables are evident. They select and use appropriate materials, apparatus and measurement procedures to ensure a high degree of reliability and accuracy in the data. Students analyse their results to draw relevant conclusions. They identify sources of error and uncertainties to determine the reliability of data and derived quantities. Alternative interpretation of data and results are identified and explained. They identify and apply safe and responsible practices when completing independent and collaborative investigations.
9. Year 12 Subjects 2015 (Science)

VCE Physics (Cont...)

Unit 4: Physics (Cont...)

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 (e.g., 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** - Six detailed studies are available in Unit 4 (can be undertaken in Unit 3)
  
  One detailed study is to be selected from:
  
  - Einstein’s special relativity,
  - Materials and their use in structures,
  - Further electronics,
  - Synchrotron and its applications,
  - Photonics,
  - Sound.

Assessment:

Unit 4 consists of three (3) 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.

**Detailed Studies: (which count towards Unit 4)**

- **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.
• Outcome 3.4 - 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 3.5 - 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 3.6 - 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 2015 (Science)

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 16%
- Unit 4 School-Assessed Coursework 24%
- Units 3&4 End-of-year Examination 60%

Other Information

Physics has an end of year Exam only. Practice Exams are held throughout the year. 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 2015 (Science)

VCE Psychology

Unit 3: The Conscious Self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. The brain continually receives and processes vast amounts of information from its internal and external environment. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

The research methodologies and ethical principles for Units 3 and 4 are:

- experimental research: construction of research hypotheses; identification and operationalisation of independent and dependent variables; identification of extraneous and potential confounding variables including individual participant differences, non-standardised instructions and procedures, order effects, experimenter effect, placebo effects; ways of minimising confounding and extraneous variables including type of sampling procedures, type of experiment, counterbalancing, single and double blind procedures, placebos, standardised instructions and procedures; evaluation of different types of experimental research designs including independent-groups, matched-participants, repeated-measures; reporting conventions as per American Psychological Association (APA) format
  - sampling procedures in selection and allocation of participants: random sampling; stratified sampling; random-stratified sampling; convenience sampling; random allocation of participants to groups; control and experimental groups
  - techniques of qualitative and quantitative data collection: case studies; observational studies; selfreports; questionnaires
  - statistics: measures of central tendency including mean, median and mode; interpretation of p-values and conclusions; evaluation of research in terms of generalising the findings to the population
  - ethical principles and professional conduct: the role of the experimenter; protection and security of participants’ rights; confidentiality; voluntary participation; withdrawal rights; informed consent procedures; use of deception in research; debriefing.
9. Year 12 Subjects 2015 (Science)

VCE Psychology (Cont...)

Unit 3 (Cont...)

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 2015 (Science)

VCE Psychology (Cont…)

Unit 4: Brain, behaviour and experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues.

Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. Students use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person's mental state – to explore the nature of stress and a selected mental disorder.

The intent of the study is not that of diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote mental wellbeing. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

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.
Unit 4 (Cont...)

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
  - 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 2015 (Science)

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, and an end-of-year examination 150 minutes duration.

- Unit 3 School-Assessed Coursework: 20%
- Unit 4 School-Assessed Coursework: 20%
- End-of-year Examination Unit 4 60%

Other Information

- Psychology has an end of year Exam. Practice Exams are held throughout the year. 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.
10. Year 12 Subjects 2015 (Visual Arts)

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.
10. Year 12 Subjects 2015 (Visual Arts)

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.
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.
10. Year 12 Subjects 2015 (Visual Arts)

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 films. The narrative organisation in two 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:
  - a written response in short and extended responses.
  - The films must be drawn from the same medium.

- 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 – Pre-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.
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. A variety of media texts are analysed in detail looking at 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. Within this topic, regulation is also considered and explored.

**Assessment:**

Unit 4 consists of three separate outcomes:

- **Outcome 1** – Students 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 regulation analysing the debates about the nature and extent of both areas of study.

**Assessment Break-Down:**

- **Outcome 1** makes up the School Assessed Task for Unit 4.

- **For Outcomes 2 and 3:**
  - a written response in short answer and extended response 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.
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 coursework 8%
- Unit 4 school-assessed coursework 12%
- Unit 3 & 4 school-assessed tasks 35%
- End-of-year examination 45%

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 during Term Two. One further exam is 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. It is preferable for students to 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.
Unit 3 - Studio production and professional art practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Areas of Study:

- Exploration Proposal - This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process. The exploration proposal is prepared prior to the design process, and may be expanded upon during the initial stages of the design process. The exploration proposal is developed on an individual basis and sets out the student’s own creative responses to formulating the content and parameters of the design process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored, and the art form/s through which the design process will be developed. It also includes the sources of inspiration, conceptual possibilities and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the design process.

- Design Process – This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1. The design process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions. A selection of these potential directions form the basis for the production of a folio of finished artworks completed in Unit 4.

- Professional art practices and styles - This area of study focuses on professional art practices in relation to particular art form/s and the development of styles in artworks. Students investigate the ways in which artists have interpreted subject matter, influences, cultural contexts, and communicated ideas and meaning in making artworks. The use of materials, techniques, processes and working methods of artists to make artworks, and the ways in which artists have developed aesthetic qualities and styles in artworks are also considered. Students identify and review the issues, legal obligations and ethical considerations that may arise from the use of other artists’ work in the making of new artwork, including a familiarity with appropriation and originality, copyright law, licensing agreements and the moral rights of artists.
10. Year 12 Subjects 2015 (Visual Arts)

VCE Studio Arts (Cont...)

Unit 3 - Studio production and professional art practices (Cont...)

Assessment:

Unit 3 consists of two separate outcomes:

- **Outcome 1** - Students should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

- **Outcome 2** - Students should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

- **Outcome 3** - Students should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Assessment Break-Down:

For Outcome 3, typical forms of evidence may include a combination of the following:

- a collection of annotated research materials
- responses to structured questions
- an annotated visual report
- an essay
- an oral presentation. any one or a combination of the following tasks:
10. Year 12 Subjects 2015 (Visual Arts)

VCE Studio Arts

Unit 4 - Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Areas of Study:

- Folio of artworks - This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by the focus, reflection and evaluation process described in Area of Study 2. In this area of study a cohesive folio demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques. The final artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are skilfully applied, and ideas, techniques and aesthetic qualities are resolved. The student’s aims are realised and ideas communicated in the final artworks.

- Focus, reflection and evaluation - This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4. At the completion of the folio, students examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been formed in the cohesive folio. They document how the artworks will be presented to support the communication refined throughout the individual design process. They may explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

- Art industry contexts - This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented. For exhibition, the artist enters the realm of the art industry where galleries, curators and designers play various roles to support the presentation and promotion of artworks. Students examine a variety of exhibition spaces and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different exhibition spaces in their current year of study.
10. Year 12 Subjects 2015 (Visual Arts)

VCE Studio Art (Cont...)

Unit 4 - Studio production and art industry contexts (Cont...)

Assessment:

Unit 3 consists of two separate outcomes:

- **Outcome 1** - Students should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

- **Outcome 2** – Students should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

- **Outcome 3** – Students should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Assessment Break-Down:

For Outcome 3, typical forms of evidence may include a combination of the following:

- a collection of annotated research materials
- responses to structured questions
- an annotated visual report
- an essay
- an oral presentation. any one or a combination of the following tasks:
10. Year 12 Subjects 2015 (Visual Arts)

VCE Studio Art (Cont...)

Unit 4 - Studio production and art industry contexts (Cont...)

Assessment – Units 3 and 4

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

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

Other Information

- Studio Arts does not have a mid-year Exam but it does have an end of year Exam. Practice Exams will be conducted throughout the year. 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 Studio Arts. However, it is preferable if students complete one or both of Unit 1 and 2 Studio Arts prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.