VCE Subjects
Year 12
2017
Which pathway will you take?
Introduction

If you’re trying to figure out what career path to take, you have a few things to consider. First of all, think about what activities you really enjoy. What are your interests, strengths and values, and what are you really good at? Also think about what would be most important to you in a job – would it be having creativity or autonomy, or opportunities to travel?

Try to find out as much as you can about the jobs and industries that interest you – research online and at libraries, read related news and trade magazines, talk to your family, contacts and industry professionals, attend career and trade fairs, and keep an eye on job advertisements for job descriptions. Consider working part-time, or as an intern or volunteer to get a better idea of what’s involved and whether you’d like to pursue this as a career.

In addition to your own level of interest, the factors you will need to weigh up will include what the job market is like, salary, potential career progression, stability, hours, work–life balance, location, and whether you will need to move or travel. You also need to find out if you will need specific qualifications to nab the job of your dreams.

Think large, and think laterally. You don't have to stick to the tried-and-true paths of accounting, business or law. If your true passion is health or you've always really wanted to be a teacher or web developer, then figure out what qualifications you need and go for it!

Sometimes the only way to find out if you like a job is simply to give it a go – but be prepared to move on if you find it's not the right one for you. After all, most people change career paths three to five times during their lifetime, so changing your professional direction is not unusual and can make for an interesting and stimulating journey.
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VCE Accounting Units 3&4 (Commerce)
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 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
VCE Accounting Units 3&4 (Commerce)
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 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.

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.
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Area of Study 1:** Business foundations

**Area of Study 2:** Managing employees

**Area of Study 3:** Operations management

**Assessment:**

**Outcome 1** - On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

**Outcome 2** - On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

**Outcome 3** - On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

**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 analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.
VCE Business Management Units 3&4 (Commerce)

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Area of Study 1: Reviewing performance – the need for change
Area of Study 2: Implementing change

Outcome 1 - On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Outcome 2 - On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

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 analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

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%
VCE Legal Studies Units 3&4 (Commerce)

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.
VCE Legal Studies Units 3&4 (Commerce)

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.

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.
VCE English Units 3&4 (English)

Unit 3:

Area of Study 1
Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

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

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

Assessment:
Outcome 1
On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2
Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

Outcome 2
On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.
In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

**Area of Study 1:**

**Reading and comparing texts**

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

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

**Outcome 1**

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

**Area of Study 2:**

**Presenting argument**

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal. Students develop, test and practise argument, critically analysing their own developing text. Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument. They explore options for language use for audience engagement and persuasive effect. They use the conventions of spoken texts appropriately, draw on evidence soundly and include accurate acknowledgment.

**Outcome 2**

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.
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:

- 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

- He/she is an Aboriginal student whose first language is not English.

AND

- 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

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

Areas of study:
There are 3 areas of study in Unit 3:

Area of study 1: Reading and creating texts (Text List 1)
Area of study 2: Analysing argument
Area of study 3: Listening to texts

Unit 3

OUTCOME 1: Produce an analytical interpretation of a selected text, and a creative response of a different selected text.

OUTCOME 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Outcome 3: On completion of this unit the student should be able to comprehend a spoken text.

Percentage contributions to the study score in VCE English/EAL are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
Assessment Break-Down:

**Outcome 1:**
An analytical interpretation of a selected text in written form
OR
A creative response to a selected text in written or oral form with a written explanation of creative decisions and how these demonstrate understanding of the text.

Marks allocated: 40

**Outcome 2a:** A demonstration of understanding of two to three texts that present a point of view on an issue through:

- short-answer responses
- note form summaries.

Marks allocated: 10

**Outcome 2b:** An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.

Marks allocated: 30

Total marks allocated for Outcome 2: 40

**Outcome 3:** Comprehension of a spoken text through:

- short-answer responses
- note-form summaries.

Marks allocated: 20

Task conditions for the achievement of Outcomes 1 and 2:

The suggested length of written responses is approximately 700–800 words.
The suggested length of spoken responses is approximately 3–5 minutes.
Unit 4:
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of study:
There are 2 areas of study in Unit 4:
Area of study 1: Reading and comparing texts (Text List 2)
Area of study 2: Presenting argument

Assessment:
OUTCOME 1: Produce a detailed comparison that analyses how two selected texts present ideas, issues and themes

OUTCOME 2: Construct a sustained and reasoned point of view on an issue currently debated in the media.
Percentage contributions to the study score in VCE English/EAL are as follows:
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

Assessment Break-Down:
Outcome 1: A detailed comparison in written form of how two selected texts present ideas, issues and themes.
Marks allocated: 60

Outcome 2a: A written statement of intention to accompany the student’s own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
Marks allocated: 10

Outcome 2b: A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.
Marks allocated: 30

Total marks allocated for Outcome 2: 40
Task conditions for the achievement of Outcomes 1 and 2:
- The suggested length of written responses is approximately 800–1000 words.
- The suggested length of spoken responses is approximately 3–5 minutes.
- The suggested length of the statement of intention is approximately 300–500 words.

End-of-year examination:
The examination will be completed under the following conditions:
- Duration: three hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.
- The examination will be marked by assessors appointed by the VCAA.
- End-of-year examination: 50 per cent.
VCE Literature Units 3&4 (English)

Unit 3:

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences are given a voice in a text? Whose experiences are silenced or ignored? How characters and experiences are created through the use of language and literary devices? What does the text’s representation of characters and situations reveal about the views and values of the text?

These units examine such questions and involve students in analysing and responding creatively to a range of texts, developing skills in reading closely and critically, and discussing and debating alternative readings of texts.

Areas of study: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate the ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

- **AOS 1: Adaptations and transformations:** Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

- **AOS 2: Creative responses to texts:** In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer’s purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Assessment:

There are two Outcomes:

- a comparative essay (an exploration of how meaning is altered when the form of a text is changed from a novel to a film)

- a creative response to a text and a reflective commentary (students will craft a creative response to a studied text, reflecting its ideas and concerns, and its use of language, form and structure in their writing)

Assessment break-down:

- School assessed coursework for Unit 3 will contribute 25% to a student’s study score

- Ongoing assessment tasks for the successful completion of this unit may include: an essay (comparative, interpretive, analytical or discursive); a debate; journal entries; close analysis of selected passages; an original piece of writing responding to a studied text accompanied by a reflective commentary; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.

- There will be at least two practice examinations scheduled during Semester 2.
VCE Literature Units 3&4 (English)

Unit 4

Areas of study: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

- **AOS 1: Literary perspectives**: In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

- **AOS 2: Close analysis**: In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Assessment:

There are two Outcomes:

- A written interpretation of a text using two different perspectives to inform their response.
- Two written interpretations based on two separate texts, supported by close textual analysis.

Assessment break-down:

- School Assessed Coursework for Unit 4 will contribute 25% to a student’s study score
- Unit 4 End-of-year VCE Examination will contribute 50% to a student’s study score
- Ongoing assessment tasks for the successful completion of this unit may include: an essay (comparative, interpretive, analytical or discursive); a debate; journal entries; close analysis of selected passages; an original piece of writing responding to a studied text accompanied by a reflective commentary; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.

Entry

Students must complete Unit 3 Literature before completing Unit 4.
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people.

Students will study the following two revolutions:
- The Russian Revolution of October 1917
- The Chinese Revolution of 1949

**Area of Study 1:** Unit 3 and Unit 4: Causes of revolution
- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

**Assessment:**
There is one Outcome for this Area of Study

Outcome 1 - Students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

**Area of Study 2:** Unit 3 and Unit 4: Consequences of revolution
- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

**Assessment:**
There is one Outcome for this Area of Study

Outcome 2 - Students should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

**Assessment Break-Down:**
School based assessment:
Each of the following four assessment tasks must be completed over Units 3 and 4:
- A historical inquiry
- An analysis of primary sources
- An evaluation of historical interpretations
- An essay

Contribution to final assessment School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

**Areas of study:**

There are two areas of study:

- Programming practice
- Analysis and design

**Assessment:**

**Outcome 1**

The student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

**Outcome 2**

The student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

**Assessment Break-Down:**

Assessment tasks for this unit are as follows:

- In response to teacher-provided designs, create working program modules to meet specific needs.
- An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification
- A folio of two to three alternative design ideas and the detailed design specifications of the preferred design
- A project plan (Gantt chart) indicating times, resources and tasks
VCE Software Development Units 3&4 (Information Technology)

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Areas of study:

There are two areas of study:

- Software solutions
- Interactions and impact

Assessment:

Outcome 1
The student should be able to apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

Outcome 2
The student should be able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Assessment Break-Down:

Assessment tasks for this unit are as follows:

- In response to a case study, a written report OR an annotated visual report.
- A software solution that meets the software requirements specification and the results of the useability test
- An assessment of the extent to which the project plan (Gantt chart) assisted in monitoring project progress in one of the following: A written report OR an annotated visual plan

Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 10%
- Unit 4 School-Assessed Coursework: 10%
- School-assessed Task: 30%
- End-of-year Examination for Units 3 and 4: 50%

Other Information

Software Development has a mid-year exam (internal), along with further Practice Exams 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 2-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: 20 Multiple Choice Questions.
- Section B: 70 marks of Short Answer Questions

Entry – Units 3 and 4

There are no prerequisites required prior to attempting to complete the Unit 3 and 4 progression. However students completing Unit 1 and 2 would have a distinct advantage. Students must complete Unit 3 before completing Unit 4.
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

**Areas of study:**

There are two areas of study:

- Organisations and data management (examine how relational database management systems (RDBMS) store and manipulate data)
- Data analytics: drawing conclusions

**Assessment:**

**Outcome 1**

The student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

**Outcome 2**

The student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

**Assessment Break-Down:**

Assessment tasks for this unit are as follows:

- A relational database management system solution
- A description of the online transaction requirements of an organisation and its data protection techniques
- A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn and an outline of the findings supporting the conclusion
- A collection of data sets, and information derived from them, that allows a conclusion to be drawn about the hypothesis
- A project plan (Gantt charts) indicating times, resources and tasks
Unit 4

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

**Areas of study:**
There are two areas of study:
- Data analytics: presenting the findings
- Information management

**Assessment:**

**Outcome 1**
The student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

**Outcome 2**
The student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Assessment Break-Down:**

Assessment tasks for this unit are as follows:
- A folio of two or three alternative design ideas and the detailed design specifications of the preferred design
- A multimodal online solution that communicates the confirmation or refutation of a hypothesis as detailed in Unit 3
- A written report OR an annotated visual plan which evaluates and assesses the effectiveness of the solution and project plan

**Graded Assessment – Units 3 and 4**

- Unit 3 School-Assessed Coursework: 10%
- Unit 4 School-Assessed Coursework: 10%
- School-assessed Task: 30%
- End-of-year Examination for Units 3 and 4: 50%

**Other Information**

Informatics has a mid-year exam (internal), along with further Practice Exams 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 2-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: 20 Multiple Choice Questions.
- Section B: 70 marks of Short Answer Questions

**Entry – Units 3 and 4**

There are no prerequisites required prior to attempting to complete the Unit 3 and 4 progression. However students completing Unit 1 and 2 would have a distinct advantage. Students must complete Unit 3 before completing Unit 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 – e.g. opinions and values, myself
  - Relationships – e.g. friends and family, the elderly
  - The School Experience – e.g. future aspirations, exchange programmes

The Greek-speaking Communities

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

The Changing World

- Youth Issues – e.g. entertainment, drugs/alcohol, globalisation
- Social Issues – e.g. healthy diet, sport, environment
- World of Work – e.g. 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.

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.
VCE Greek Units 3&4 (Languages)

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.

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.
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.

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

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.
VCE Chinese as a First Language Units 3&4 (Languages)

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.

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.
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

Areas of Study:
There are four (4) Areas of Study for both Units 3 & 4:
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Note:
For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

OUTCOMES
For both Units 3 & 4, students are required to demonstrate achievement of the following three outcomes for all four Areas of Study above.

Outcome 1: On completion of each unit the student 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: On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
VCE Mathematics Methods (CAS) Units 3&4 (Mathematics)

Satisfactory Completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment of levels of achievement

The student’s level of achievement for Units 3 and 4 will be determined by School-Assessed Coursework Tasks (SAC’s). These tasks must be completed mainly in class and within a limited time frame.

Graded Assessment – Units 3 and 4

Unit 3 School-Assessed Coursework: 17% (Application Task on Functions and Calculus)
Unit 4 School-Assessed Coursework: 17% (Two Modelling or Problem-Solving Tasks)
End-of-year Examinations for Units 3 and 4: 66% (i.e. 22% and 44% for Examinations 1 & 2 respectively)

End-of-year Examination 1: (22% contribution)

Description

This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills.

Conditions

The examination will be of one-hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination. VCAA examination rules will apply.

End-of-year Examination 2: (44% contribution)

Description

This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Conditions

The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination. VCAA examination rules will apply.

Entry – Units 3 and 4

Students are strongly advised to complete Mathematical Methods Units 1 and 2 prior to attempting to complete Mathematical Methods Units 3 and 4.
VCE Further Mathematics Units 3&4 (Mathematics)

Unit 3 and 4

Further Mathematics is an extension of the General Mathematics course. Its two units consist of a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

Unit 3

Area of study 1: CORE

Data analysis, which includes Investigating data distributions, associations between two variables, modelling linear associations and modelling time series data; and

Recursion and financial modelling, which includes Depreciation of assets, Compound interest investments and loans, Reducing balance loans, Annuities and perpetuities, and Compound interest investment with periodic and equal additions to the principal.

Unit 4

Areas of study 2: Applications

Students must complete two (2) modules selected from the following four modules.

Matrices

Networks and decision mathematics

Geometry and measurement

Graphs and relations

OUTCOMES

For both Units 3 & 4, students are required to demonstrate achievement of the following three outcomes for Areas of Study 1 & 2.

Outcome 1: On completion of this unit, the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 & 2 in routine contexts.

Outcome 2: On completion of this unit, the student should be able to select and apply the mathematical concepts, models and techniques as specified in the Area of Study 1 & 2 in a range of contexts of increasing complexity.

Outcome 3: On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
VCE Further Mathematics Units 3&4 (Mathematics)

Satisfactory Completion
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment of levels of achievement
The student’s level of achievement for Units 3 and 4 will be determined by School-Assessed Coursework Tasks (SAC’s). These tasks must be completed mainly in class and within a limited time frame.

Graded Assessment – Units 3 and 4
Unit 3 School-Assessed Coursework: 20% (Application Task and Modelling or Problem Solving Task 1)
Unit 4 School-Assessed Coursework: 14% (Two Modelling or Problem-Solving Tasks)
End-of-year Examinations for Units 3 and 4: 66% (i.e. 33% each for Examinations 1 & 2)

End-of-year Examination 1:
Description
This examination comprises multiple-choice questions covering both Areas of Study 1 and 2. The examination is designed to assess students’ knowledge of mathematical concepts, models and techniques and their ability to reason, interpret, and apply this knowledge in a range of contexts.

Conditions
The examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination. VCAA examination rules will apply.

End-of-year Examination 2:
Description
This examination comprises written response questions covering both Areas of Study 1 and 2. The examination will be designed to assess students’ ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Conditions
The examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination. VCAA examination rules will apply.

Entry – Units 3 and 4
Students are advised to complete Units 1 and 2 General Maths prior to attempting to complete Units 3 and 4 Further Maths.
VCE Specialist Mathematics Units 3&4 (Mathematics)

Units 3 & 4:

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts.

Areas of Study:

There are six (6) Areas of Study for both Units 3 & 4:

- Functions and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

Note:

For Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study.

For 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’ and ‘Probability and statistics’ areas of study.

OUTCOMES

For both Units 3 & 4, students are required to demonstrate achievement of the following three outcomes for all four Areas of Study above.

Outcome 1: On completion of each unit the student 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: On the completion of each unit the student 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: On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
VCE Specialist Mathematics Units 3&4 (Mathematics)

Satisfactory Completion
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment of levels of achievement
The student’s level of achievement for Units 3 and 4 will be determined by School-Assessed Coursework Tasks (SAC’s). These tasks must be completed mainly in class and within a limited time frame.

Graded Assessment – Units 3 and 4
Unit 3 School-Assessed Coursework: 17% (Application Task)
Unit 4 School-Assessed Coursework: 17% (Two Modelling or Problem-Solving Tasks)
End-of-year Examinations for Units 3 and 4: 66% (i.e. 22% and 44% for Examinations 1 & 2 respectively)

End-of-year Examination 1: (22% contribution)
Description
This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills.

Conditions
The examination will be of one-hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination. VCAA examination rules will apply.

End-of-year Examination 2: (44% contribution)
Description
This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Conditions
The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. VCAA examination rules will apply.

Entry – Units 3 and 4
Students are strongly advised to complete Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 & 2 prior to attempting to complete Specialist Mathematics Units 3 and 4.
VCE Music Performance Units 3&4 (Performing Arts)

Unit 3

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.
VCE Music Performance Units 3&4 (Performing Arts)

Unit 4

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

Outcome 2 -
• A demonstration of performance techniques, technical work and exercises.

And
• A discussion of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1. The discussion may be presented in one or more of the following formats: Oral; multimedia; written.

And
• A performance of unprepared material – sight reading or improvisation.

Graded Assessment - Units 3 and 4

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 two Practice Exams are held before the end of term 2 (Theory and Performance). 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 Health and Human Development Units 3&4 (Physical Education)

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.

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.
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.

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.
VCE Physical Education Units 3&4 (Physical Education)

Unit 3: Physical activity participation and physiological performance

Areas of Study:

In Unit 3 there are two 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.
VCE Physical Education Units 3&4 (Physical Education)

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.

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.
VCE Biology Units 3&4 (Science)

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen. A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study:
Area of Study 1: How do cellular processes work?
Area of Study 2: How do cells communicate?

Assessment:
Unit 3 consists of two outcomes:

Outcome 1 - students should be able to explain the dynamic nature of the cell in terms of key cellular processes and analyse factors that affect the rate of biochemical reactions.

Outcome 2 - students should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment Break-Down:

For Outcome 1: A report related to at least two practical activities from a practical logbook. The assessment task may be written or multimodal.

For Outcome 2: At least one task selected from:
- a report of a practical activity
- annotations of activities or investigations from a practical logbook
- an evaluation of research
- data analysis
- a response to a set of structured questions
VCE Biology Units 3&4 (Science)

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of Study:

Area of Study 1: How are species related?
Area of Study 2: How do humans impact on biological processes?
Area of Study 3: Practical investigation

Assessment:

Unit 4 consists of three outcomes:

Outcome 1 - students should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

Outcome 2 - students should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

Outcome 3 - students should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment Break-Down:

For Outcome 1: A report using primary or secondary data.
For Outcome 2: A response to an issue OR A report of a laboratory investigation
For Outcome 3: A structured scientific poster

Assessment – Units 3 and 4

The student’s level of achievement in Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination of two and half hours duration.

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.
School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
End-of-Year Examination will contribute 60 per cent to the study score.

Other Information

Biology has 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.
VCE Chemistry Units 3&4 (Science)

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems to predict and explain the conditions that will improve the efficiency and yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments.

Areas of Study:
Area of Study 1: What are the options for energy production?
Area of Study 2: How can the yield of a chemical product be optimised?

Assessment
Unit 3 consists of two outcomes:

Outcome 1 – Students should be able to quantitatively compare combustion products and energy outputs of fuels; design, construct and test galvanic cells; and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Outcome 2 - Students should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised; and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Assessment Breakdown
For outcome 1 – One of: a response to stimulus material, report of a laboratory investigation, a comparison of food molecules, or a reflective learning journal/blog related to selected activities
For outcome 2 - At least one task selected from:
- annotations of at least two practical activities from a practical logbook
- a report of a student investigation • an evaluation of research
- analysis of data including generalisations and conclusions
- media analysis/response
- a graphic organiser illustrating a chemical process
- an analysis of an unfamiliar chemical manufacturing process or electrolytic cell
- a response to a set of structured questions.

Other Information:
Chemistry has an End-of-Year Exam based on both Units 3 and 4. 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 highly recommended that 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.
VCE Chemistry Units 3&4 (Science)

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that constitute living tissues and the fuels, foods, medicines and many materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named, process data from instrumental analyses to deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students utilise this understanding to predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Key food molecules are investigated in terms of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. Students explore the role of enzymes and coenzymes in facilitating these chemical reactions and use calorimetry to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study:
Area of Study 1: How can the diversity of carbon compounds be explained and categorised?
Area of Study 2: What is the chemistry of food?
Area of Study 3: Practical Investigation

Assessment
Unit 4 consists of three outcomes:
Outcome 1 – Students should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
Outcome 2 – Students should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
Outcome 3 – Students should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment Breakdown:
For outcome 1 – At least one task selected from:
• annotations of at least two practical activities from a practical logbook
• a report of a student investigation
• analysis of data
• media analysis/response
• a response to a set of structured questions
• a reflective learning journal/blog

For outcome 2 – One of: a response to stimulus material, report of a laboratory investigation, a comparison of food molecules, a reflective learning journal/blog related to selected activities

For outcome 3 - A structured scientific poster according to the VCAA standard template.

Assessment: Units 3 and 4
The student’s level of achievement in Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination of two and half hours duration.
School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.
School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
End-of-Year Examination will contribute 60 per cent to the study score.
How do fields explain motion and electricity? In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

**Areas of Study:**
Area of Study 1: How do things move without contact?
Area of Study 2: How are fields used to move electrical energy?
Area of Study 3: How fast can things go?

**Assessment:**
Unit 3 consists of three outcomes:

Outcome 1 - On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

Outcome 2 - On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Outcome 3 - On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

**Assessment Break-Down:**
For Outcome 1: At least one task (which is different from the task/s selected for Outcomes 2 and 3) selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes or not exceeding 1000 words for each task)

For Outcome 2: Analysis and evaluation of stimulus material. At least one task (which is different from the task/s selected for Outcomes 1 and 3) selected from the options listed in outcome 1.

For Outcome 3: At least one task (which is different from the task/s selected for Outcomes 1 and 2) selected from the options listed in outcome 1.
VCE Physics Units 3&4 (Science)

Unit 4: How can two contradictory models explain both light and matter?

Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Areas of Study:
- Area of Study 1: How can waves explain the behaviour of light?
- Area of Study 2: How are light and matter similar?
- Area of Study 3: Practical investigation

Assessment:
Unit 4 consists of three outcomes:
Outcome 1 - On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
Outcome 2 - On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
Outcome 3 - On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment Break-Down:
For Outcome 1: At least one task (which is different from the task selected for Outcome 2) selected from:
- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or physical model
- an explanation of the operation of a device or physical model
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response) (approximately 50 minutes or not exceeding 1000 words for each task)

For Outcome 2: Response to stimulus material. At least one task (which is different from the task selected for Outcome 1) selected from the options listed in outcome 1.
For Outcome 3: Structured scientific poster according to VCAA template.

Assessment – Units 3 and 4
The student’s level of achievement in Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination of two and half hours duration.
- School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 19 per cent to the study score.
- End-of-Year Examination will contribute 60 per cent to the study score.

Other Information
Physics has 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 Physics. However, it is preferable if students complete one or both of Unit 1 and 2 Physics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.
VCE Psychology Units 3&4 (Science)

Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Areas of Study:

Area of Study 1: How does the nervous system enable psychological functioning?
Area of Study 2: How do people learn and remember?

Assessment:

Unit 3 consists of two outcomes:
Outcome 1 - students should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
Outcome 2 - student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

Assessment Break-Down:
For Outcome 1: At least one task selected from:
- annotations of at least two practical activities from a practical logbook
- evaluation of research
- a report of a student investigation
- an analysis of data including generalisations and conclusions
- a visual presentation
- a response to a set of structured questions
- a reflective blog/learning journal related to selected activities or in response to an issue
- a test

For Outcome 2: At least one task (which is different from the type of task/s for Outcome 1) selected from:
- annotations of at least two practical activities from a practical logbook
- evaluation of research
- a report of a student investigation
- analysis of data including generalisations and conclusions
- a flow chart
- a response to a set of structured questions
- a reflective blog/learning journal related to selected activities or in response to an issue
- a test
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

**Areas of Study:**
Area of Study 1: How do levels of consciousness affect mental processes and behaviour?
Area of Study 2: What influences mental wellbeing?
Area of Study 3: Practical investigation

**Assessment:**
Unit 4 consists of three outcomes:
Outcome 1 - students should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
Outcome 2 - students should be able to explain the concepts of mental health and mental and explain the psychological basis of strategies that contribute to mental wellbeing.
Outcome 3 - student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

**Assessment Break-Down:**
For Outcome 1: Analysis and evaluation of stimulus material using at least one task selected from:
- annotations of at least two practical activities from a practical work folio
- comparison of different states of consciousness
- a report of a student investigation
- analysis of data including generalisations and conclusions
- a response to a set of structured questions
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test

For Outcome 2: Application of a biopsychosocial approach using at least one task (which is different from the type of task/s for Outcome 1)
For Outcome 3: A structured scientific poster

**Assessment – Units 3 and 4**
The student’s level of achievement in Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination of two and half hours duration.
School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.
School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
End-of-Year Examination will contribute 60 per cent to the study score.

**Other Information**
Psychology has 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 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.
VCE Art Units 3&4 (Visual Arts)

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 art making - 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.

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.
VCE Art Units 3&4 (Visual Arts)

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 art making.

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, and 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%
VCE Media Units 3&4 (Visual Arts)
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 Units 3&4 (Visual Arts)
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.

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.
VCE Studio Arts Units 3&4 (Visual Arts)

Unit 3: Studio production and professional art practices

The focus - the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students use an exploration proposal to define an area of creative exploration. They explore and develop their individual ideas producing many roughs in unit 3 which the unit 4 finished pieces are based on.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. 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, consider the issues that may arise from the use of other artists’ works and are expected to visit at least two exhibition spaces.

Areas of study:
- An exploration Proposal
- Design Process
- Professional art practices and styles

Assessment:
The written Exploration Proposal/Brief

The individual Design Process which includes a range of potential directions and which are based on the written Exploration Proposal

Assessed on students’ ability to discuss art practices in relation to particular artworks of at least two artists and ability to analyse ways in which artists develop their styles.

Assessment Break-Down:
Outcome 3 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:

Assessment:

Unit 3 consists of two separate outcomes:
Outcome 1 - 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 - 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.
VCE Studio Arts Units 3&4 (Visual Arts)
Unit 4: Studio production and art industry contexts

Focus - the production of a cohesive folio of finished artworks. 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 skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates 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 exhibition spaces.

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

No 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.