

Curriculum Handbook

2021

Year 12



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**Scopus
Values**



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

2021

This booklet contains detailed information about the courses to be conducted at Mount Scopus Memorial College in Year 12 in 2021, subject to certain considerations including student demand. For an overview of the VCE, consult the introductory section of the Year 11 Curriculum Handbook.

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In 2021, some Unit 3-4 studies are likely to have a combination of Year 11 and Year 12 students.

Introduction

The purpose of this booklet is to provide students in Year 11 2020 with information about the Unit 3/4 studies available at Mount Scopus Memorial College in 2021.

Each study in this curriculum handbook outlines:

1. The rationale of the study
2. A brief description of the content of Unit 3 and Unit 4
3. The entry requirement(s) (if any)
4. The methods of assessment

If a student is interested in reading the full study design of any study, he/she may do so by visiting the VCAA study design page via [this link](#)

University Extension Studies

Hebrew (Tertiary) offered by arrangement with the University of Melbourne, page 32.
Other Extension Studies are offered externally.

NOTE: Entry to University Extension Studies is restricted to students who have excelled in prerequisite studies, such as Hebrew Units 3/4 in Year 11. Entry is governed by the host University, not the College. Successful completion of an Extension Study will normally allow a student to proceed to second year study at the University in that discipline. For the purposes of calculating the student's ATAR, an Extension Study can be counted only as a sixth subject. If a student passes all the Units in the Study, it will attract a score of between 3 and 5 points, depending on how well the student has performed; if the student does not pass all units, no increment will be awarded for inclusion in the ATAR.

Some universities will, in addition to success in a student's Unit 3/4 study, also require a B+ or better average in the student's Year 11 Studies.

Assessment and Reporting Policy - VCE

1. Responsibility for assessment

Faculty Heads, in consultation with Subject Heads (where relevant) are responsible for all aspects of assessment. Faculty Heads/Subject Heads, in consultation with classroom teachers, will decide on the frequency, type and standard of assessment for particular subjects at the VCE Level. These assessment tasks will comply fully with the VCAA Study Designs. Faculty Heads and the VCE Coordinator will be responsible for ensuring that suitable assessment records are kept by teachers.

2. Purposes of assessment for students

Student assessment serves many purposes. It may be formative (assessing and shaping future learning), or summative (making a whole or final judgement about performance), or diagnostic (identifying problems or difficulties); or assessment may have a placement function for a student. Whatever its function, it should provide feedback to enable students to build on identified strengths and to overcome limitations.

Students usually need encouragement to work through limitations. Thus, wherever possible, commendation of a student's strength/s should accompany identification of a student's weakness/es.

Students work and learn better when they know what is expected of them at the commencement of each unit of work. In particular, they should be told as precisely as possible how they are to be assessed and when, as well as the criteria which will determine the award of particular grades. This information is also vital in order to encourage students to develop planning skills and to take responsibility for their own time management and learning.

3. Continuous and varied assessment

Emphasis should be on continuous and varied assessment. In particular, courses and teaching should be structured so that it is possible to form a rudimentary opinion of each student's homework capabilities and class participation in addition to his/her academic performance by Parent Teacher interviews in Term 1.

A variety of assessments, as recommended or stipulated by the VCAA Study Designs, should be used as no single way is the best way to assess all the content, skills, understandings, processes and attitudes in a given course. In addition, differing assessment modes allow individual students to display different strengths. Assessments for reporting purposes should always be based on a variety of assessments.

4. Timing of assessments

Before finalising times for class tests and projects, teachers should consider both the load on their own correction time and the load on the student. Teachers are required to submit dates for SACs at the start of the academic year and the VCE Coordinator collates this data into a SAC schedule which is then distributed to each student within the first two weeks of the academic year.

5. What information will be sought?

For the end of semester reports, each teacher is required to report on the following categories for each student in each class taught.

The degree to which the student:

- Applies time and effort to set tasks.
- Demonstrates sound organizational skills.
- Uses class time effectively.
- Reflects on and evaluates set tasks.
- Behaves respectfully towards others.
- Engages in activities with effort and commitment.

In addition, information will be supported by a written comment by each teacher, focusing on areas of particular concern together with suggestions for improvement.

As each subject has its own end of semester report form, teachers must familiarise themselves with the contents and format of the reports relating to the subjects which they are teaching so that they are aware of the areas in which they will need to furnish information about their students.

6. What criteria are used to report student performance?

A variety of criteria will be employed depending on the time of the year and the year level of the student.

For VCE Units 1-4: the following scale will be used to provide feedback on performance in School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

S	Satisfactory
N	Non-Satisfactory
1+	90-85% and above
1/1+	80-89% %
1	70-79% %
1/2	60-69% %
2	50-59% %
2/3	50-55% %
3	below 50% %

Degrees of effort, participation and behaviour will be reported on using a scale of: Consistently, Usually, Sometimes and Rarely.

7. Communicating assessment information

It is always the subject teacher's responsibility to provide students with their assessment grades and to spell out areas for improvement and how this improvement may be achieved, as well as affirming areas of achievement. If a problem exists, it is the teacher's responsibility to inform the parents, the Head of Year and the VCE Coordinator. Parent/Teacher nights are also provided for this purpose, but teachers should not wait for these evenings to share concerns with parents.

Formal written reports

Teachers are required to submit daily fortnightly attendance details which are collated by the VCE Coordinator on a fortnightly basis. Teachers are also required to inform the VCE Coordinator when they feel that a student is underperforming in their subject. Heads of Year may ask teachers to comment, at any time, on students who might be regarded as potentially 'at risk.'

At the end of Terms 1 and 3, teachers are required to complete a Progress Report, providing a summary of the student's mid-semester performance in each subject area, and summarising the student's effort, behaviour and attendance.

At the end of Term 2 (for Years 11 and 12 students) and Term 4 (for Year 11 students only), a comprehensive report is issued, which provides a detailed profile of student performance over the whole semester.

Formal Face-to-Face Conferences

Parent/Teacher interviews for all students in Year 12 will be conducted during both Semesters One and Two. Students are encouraged to be a part of this interview process.

8. VCE Committee

The progress of each student will be reviewed by the Head of Year in consultation with the VCE Coordinator, Head of Senior School and Head of Student Services. At these meetings, consideration will be given to disciplinary and attendance records as well as academic results and the emphasis will always be on establishing a plan to help or deal with each student's needs. Where students are on probation or where progress is otherwise unsatisfactory, the College will be in frequent contact with the parents, and in many cases, will establish student welfare support groups.

9. Use of assessment information by the College

The College regularly collects, analyses and stores information about student performance and behaviour for a number of purposes. These include:

- To provide Heads of Year and VCE Coordinator with detailed information so that the College can act effectively to meet the needs of each student;
- To contribute to a profile of the student during his/her time at the College;
- To provide useful information which can contribute to the consistent application of assessment criteria between teachers, subjects and year levels;
- To help facilitate course evaluations by teachers;
- To provide assessment information to the Victorian Curriculum and Assessment Authority as required;
- To monitor patterns of student participation and the quality of Outcomes.

Wider Education Program Options

Some students may choose to pursue a combined school and TAFE/University education. Vocational Education and Training (VET) Subjects. New School Apprenticeships and Pathway Programs are all available in the wider community and, where possible, may be integrated into the school curriculum.

A VET course will take 2 years (4 units) to complete, and needs to be started at the beginning of Year 11 at the latest.

Distance Learning

If a student wishes to study a subject not offered by the College, it may be possible to enrol in that subject via distance learning with Virtual Schools Victoria. As this is a self-directed option, students are advised to think very carefully before enrolling. They might be better served taking a different subject that the College does offer to maintain the conventional learning environment the College provides. Anybody contemplating this option must see the VCE Coordinator.

Unit 3 - 4

Studies 2021

Accounting

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Structure

The study is made up of four units:

Unit 1: Role of accounting in business

Unit 2: Accounting and decision-making for a trading business

Unit 3: Financial accounting for a trading business

Unit 4: Recording, reporting, budgeting and decision-making

Unit 3: Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Unit 4: Recording, Reporting, Budgeting and Decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

Methods of Assessment

A number of methods are used for assessment and include, but are not limited to, tests (written and ICT based tasks), assignments, presentation and orals.

Percentage contributions to the study score in VCE Accounting are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Art

Rationale

In VCE Art students build an understanding of how artists communicate their experiences, ideas, values, beliefs and viewpoints through the artworks they produce. In this study, students view artworks and investigate a variety of artists. VCE Art challenges students to express their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students learn to analyse, interpret and debate the ideas and issues that are raised in artworks and form personal points of view. Through exploration and experimentation with art materials, students develop skills in creative, critical and reflective thinking to explore, develop and refine their own artworks in a range of art forms. VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Unit 3: Artworks, Ideas and Values

Interpreting art.

- Students learn to interpret the meanings and messages of artworks. They will analyse, interpret and compare artworks by two different artists using the Analytical Frameworks. They will select one artist who produced artworks before 1990 and one artist who has produced artworks since 1990.

Investigation and interpretation through artmaking

- Students use the art process to develop their own art responses inspired by ideas, concepts and observations to produce at least one artwork. They apply imagination and creativity as they explore and develop ideas through the investigation and experimentation of materials, techniques, processes and art forms. Students document and analyse their thinking and working practices throughout the art process, using the Analytical Frameworks.

Unit 4: Artworks, Ideas and Viewpoints

Discussing art.

- Discuss art ideas and issues such as the 'should street artists exhibit in galleries'? They discuss their chosen issue with reference to the work of a selected artist and a range of viewpoints about the issue presented in commentaries.

Realisation and resolution

- Students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on, and document, personal concepts and ideas as they progressively develop and refine their artworks.

Entry

Unit 1/2 Visual Arts are the normal prerequisites for this study.

Methods of Assessment

In Art, two School Assessed Courseworks, a School Assessed Task (Folio) and an end-of-year examination will determine the student's level of achievement.

Percentage contributions to the study score in VCE Art are as follows:

School Assessed Coursework (Outcome 1 Unit 3 and Outcome 1 Unit 4)	20%
School Assessed Task (Folio - Outcome 2 Unit 3 and Outcome 2 Unit 4)	50%
End-of-Year Examination	30%

Biology

Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the plasma membrane, the cell's internal spaces and the control of the movement of molecules in and out of such spaces. Students explore the chemistry of cells by examining the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. All of these highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students also study the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules and 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.

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 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.

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 3/4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Methods of Assessment

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Biology are as follows:

Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
End-of-Year Examination	60%

Business Management

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 3

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.

Unit 4

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 performance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Entry

There are no prerequisites for Unit 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- | | |
|-------------------------------------|-----|
| • Unit 3 School Assessed Coursework | 25% |
| • Unit 4 School Assessed Coursework | 25% |
| • End-of-Year Examination | 50% |

SAC's will be a combination of theory and applying the students' knowledge to real or hypothetical case studies.

Chemistry

Rationale

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

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, and consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students also analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate the conditions that will improve the efficiency and percentage 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, and to discuss chemical phenomena.

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

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. They consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students also investigate key food molecules through an exploration 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. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool 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 3/4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Methods of Assessment

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Chemistry are as follows:

Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
End-of-Year Examination	60%

English/English as an Additional Language (EAL)

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing;
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms;
- analyse and discuss a range of texts from different periods, styles, genres and contexts;
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation;
- understand how ideas are presented by analysing form, purpose, context, structure and language;
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world;
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences;
- recognise the role of language in thinking and expression of ideas;

- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context;
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences;
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the workplace and their own needs and interests;
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

Units 3/4 Assessment

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3/4. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study.

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

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Environmental Science

Rationale

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4: How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

A student practical investigation related to biodiversity or energy use from an environmental management perspective is undertaken in either Unit 3 or Unit 4, or across both Units 3/4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Methods of Assessment

The student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Environmental Science are as follows:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	30%
End-of-Year Examination	50%

Extended Investigation, Units 3/4

Rationale

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. If a student develops a question on a Jewish theme, this may count as their Jewish subject in Year 11 or Year 12.

The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings to a general audience in both oral and written forms.

The VCE Extended Investigation develops students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer such questions.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Aims

This study is designed to enable students to:

- develop and construct a rigorous research question;
- design and undertake an independent investigation;
- understand and apply research methods;
- explore a chosen area of investigation in depth;
- develop as independent, critical and reflective learners;
- develop research project management knowledge and skills;
- analyse and evaluate findings and results;
- develop skills in written and oral presentation of research findings.

Structure

The study is comprised of a Unit 3/4 sequence:

Unit 3: Designing an Extended Investigation

Unit 4: Presenting an Extended Investigation

Methods of Assessment

Percentage contributions to the study score in VCE Extended Investigations are as follows:

Unit 3 School Assessed Coursework (Research Rationale, Research Plan, Oral)	30%
Unit 3 Externally Assessed Critical Thinking Test	10%
Unit 4 Externally Assessed Task (4000 Word Research Paper, 20 minute Oral)	60%

Chinese

Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. The Chinese spoken language is characterised by a high number of homophones — tone-syllables that are used to represent more than one morpheme — each of which has its own particular character. The Chinese spoken language is composed of approximately 400 syllables which may be used with one of four tones to create a total of approximately 1200 tone-syllables. The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Chinese-speaking communities in Australia and internationally in a variety of endeavours, including tourism, technology, finance, services and business.

Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Chinese. Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Entry

Students must undertake Unit 1 and 2 prior to undertaking Unit 3 and 4.

Methods of Assessment

Percentage contributions to the study score in VCE Chinese are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Examination: Oral component and written component	50%

French

Rationale

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influence on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning French engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents is of interest to learners. There are many similarities between the two grammatical systems, such as the basic subject-verb-object order, but also differences, such as in the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is different for English-speaking learners, including as it does some different sounds for individual letters. Some letters are silent, and the liaisons, intonation and rhythm patterns are different.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

Unit 3

This unit consolidates all previously seen grammar and focuses on the themes of "The Individual" and "The French-Speaking Communities". The Unit includes the topics of personal world, education and aspirations and personal opinions and values, lifestyles, historical perspectives as well as arts and entertainment. Formal coursework assesses the student's skills in French writing, listening and reading comprehension and role-playing.

Unit 4

This unit focuses on the prescribed theme “The Changing World” including the prescribed topics of Social Issues, The World of Work detailed study to be confirmed closer to the time. A detailed study is made of a sub-topic selected from these which forms the basis of most of the Unit’s assessment outcomes as well as half the discussion component of the VCAA oral examination in October. Continuing weekly appointments with the French assistant are an important part of preparing for this. Formal coursework assessment is made of the student’s skills in reading comprehension, writing and discussion of the detailed study topic.

Entry

Students must undertake Unit 3 prior to undertaking Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE French are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Examination: Oral component and written component	50%

Health and Human Development

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 3

Understanding health and wellbeing

In this area of study students look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Promoting health and wellbeing

In this area of study students focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4

Health and wellbeing in a global context

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

Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development.

Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Health and Human Development are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Hebrew

Rationale

The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. 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 grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, to add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3

For this unit students are required to demonstrate achievement of three outcomes.

On completion of this unit the student should be able to:

- Express ideas through the production of original texts;
- Analyse and use information from spoken texts;
- Exchange information, opinions and experiences.

Unit 4

For this unit students are required to demonstrate achievement of two outcomes.

On completion of this unit the student should be able to:

- Analyse and use information from written texts;
- Respond critically to spoken and written texts, which reflect aspects of the language and culture of the Hebrew-speaking communities.

Entry

There are no prerequisites for Units 3/4. Students who ATAR the study at Units 3/4 need to undertake preparatory work related to Units 1/2.

Methods of Assessment

Percentage contributions to the study score in VCE Hebrew are as follows:

Unit 3	25%
Unit 4	25%
Oral Examination	12.5%
Written Examination	37.5%

Hebrew (Tertiary)

This subject is designed for those students who are highly competent in Hebrew. Students entering this subject would normally have been enrolled in the bilingual program at Mount Scopus Memorial College, or would have developed comparable skills through some other background.

This course has been instituted as part of the University of Melbourne Enhancement Projects. It will be conducted at Mount Scopus College as part of the regular, timetabled Year 12 program. The program is recognised and approved by the VCAA and VTAC as forming a legitimate part of a Year 12 program.

For the purpose of the Tertiary Entrance Rank, students may count the marks awarded for this study as a sixth subject only. Provided that the student passes all units in the study, an increment of 4 points, 5 points or 5.5 points will be awarded, depending on the level achieved by the student.

Students successfully completing this course will receive credit for it upon enrolling in a tertiary course at Monash or Melbourne Universities.

Students interested in enrolling in this course should note that there are no SACs to be completed. The course is based on a study of Hebrew Literature.

Further enquiries about the course should be directed to Sandra Katz at Mount Scopus Memorial College.

Each semester students will be required to:

- Write five essays on prescribed texts;
- Sit a two-hour examination;
- Be tested orally on the texts covered, for approximately 10 minutes.

Certificate III in Applied Language (Hebrew)

Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate III in Applied Language (Hebrew) will provide you with practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with a Certificate II in Applied Language – Hebrew or similar skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct everyday conversations, locate places of interest, and understand grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate III in Applied Language will be able to communicate in a routine fashion with other Hebrew speakers in a range of social and work related environments.

Qualification Levels

A Graduate of **Certificate III in Applied Language (Hebrew)** will be able to:

Demonstrate some relevant theoretical knowledge through the application of appropriate acquired linguistic and cultural knowledge in routine exchanges.

Apply range of well-developed skills through the exchange of opinions and ideas and ability to give clear descriptions and explanations.

Apply known solutions to a variety of predictable problems through the ease of expression to develop arguments and discuss abstract or cultural topics.

Perform processes that require a range of well-developed skills where some discretion and judgment is required, and a range of tasks where choice between a limited range of options is required through the clarification and confirmation of routine spoken and written instructions and directions.

Interpret available information using discretion and judgment through analysis of the views of others and researched factual information.

Take responsibility for own outputs in work and learning through active application of linguistic range and cultural knowledge.

Take limited responsibility for the output of others through clear delivery of spoken and written instructions.

The Certificate III in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 and A2.

Units of Competency

- Conduct routine oral communication for social purposes in Hebrew
- Conduct routine workplace oral communication in Hebrew
- Read and write routine documents for social purposes in Hebrew
- Read and write routine workplace documents in Hebrew

Location of Course

The Certificate III course will take place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

Jewish Studies Compulsory Subject

The Certificate III in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

Credit in the VCE

Students who complete Certificate III in Applied Language (Hebrew) will be eligible for a Unit 3/4 sequence credit towards their VCE Certificate.

ATAR Contribution

Students who receive a Unit 3/4 sequence for Certificate III in Applied Language (Hebrew) will be eligible for a 10% increment towards their ATAR (10% of the student's lowest result of the primary four VCE subjects).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au/Select_VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

History - Revolutions

Rationale

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement is made.

The study of Revolutions considers differing perspectives on both the causes and outcomes of this upheaval.

Unit 3

This unit focuses on the French Revolution, examining the social tensions and ideological conflicts that characterised the Old Regime and finishing with an exploration of the new society that was created, and the Terror it unleashed. The period under investigation begins in 1774 and ends in 1795.

Unit 4

This unit focuses on the Russian Revolution, examining the social tensions and ideological conflicts that characterised the Old Regime and finishing with an exploration of the new society that was created, and the Terror it unleashed. The period under investigation begins in 1896 and ends in 1927.

Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE History are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Legal Studies

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Unit 3

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Legal Studies are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Literature

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways text represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their recreated or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Entry

There are no prerequisites for Unit 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Literature are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Mathematics

Rationale

Mount Scopus Memorial College offers the full range of VCE Units 3/4 Mathematics Courses at Year 12.

Mathematical Methods Units 3/4 can only be undertaken by students who have completed Mathematical Methods Units 1/2.

Specialist Mathematics Units 3/4 can only be undertaken by students who have taken both Mathematical Methods Units 1/2 and Specialist Mathematics Units 1/2. Students choosing Specialist Mathematics Units 3/4 must also choose Mathematical Methods Units 3/4.

Further Mathematics Units 3/4 may be chosen by students who have completed either Mathematical Methods Units 1/2 or General Mathematics Units 1/2.

If a student is studying Further Mathematics Units 3/4, they are not allowed to study General Mathematics Units 1/2 in the same year. If a student is studying Mathematical Methods Units 3/4, they are not allowed to study General Mathematics Units 1/2 in the same year, but they can study Specialist Mathematics Units 1/2 in the same year.

Although these courses allow for flexibility in content and teaching methods to meet the needs of students of varying backgrounds and abilities, certain standards must be met.

Tertiary Mathematics may be undertaken by outstanding students of Mathematics as part of the MUPHAS program conducted by the University of Melbourne or the Monash program. Eligibility may be determined by an Entrance Examination. Details of course structure and timetabling will be dependent on the number of students involved.

Close attention must be paid to prerequisite subjects for Tertiary Courses when units of Mathematics are chosen. Whilst the College can give general advice in this area, students who have particular needs or who have any concerns or reservations about tertiary prerequisite subjects should contact tertiary course advisors or admissions officers at the institution offering the course in which the student is interested.

Further Mathematics

Rationale

Further Mathematics is the least conceptually difficult of the Units 3/4 Mathematics studies and involves the application of mathematics with the aid of technology. Further Mathematics is the Mathematics designed for students with aspirations to non-scientific areas requiring Mathematics or to non-physical science careers. It is also an ideal study for strong Year 11 Mathematics Students.

Students are advised to check tertiary requirements carefully before choosing between Further Mathematics and Mathematical Methods.

Unit 3/4

Further Mathematics consists of a compulsory area of study 'Data analysis' and 'Recursion and financial modelling' and then a selection of two from four modules in the 'Applications' area of study. Unit 3 contains the compulsory area study; Unit 4 comprises the study of two modules. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics; graphing calculators, spreadsheets, graphing packages, statistical analysis systems, and computer algebra systems.

Entry

There are no entry requirements. However, students attempting this course in Year 11 would usually be attempting at least Mathematical Methods Units 1/2 at the same time. Year 12 students attempting the study would usually have already completed Mathematical Methods or General Mathematics Units 1/2.

Methods of Assessment

Percentage contributions to the study score in VCE Further Mathematics are as follows:

Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	14%
Two End-of-Year Examinations (each worth 33%)	66%

Mathematical Methods

Rationale

In this study, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. In simple cases students should be familiar with mental and by hand approaches.

Units 3/4

Mathematical Methods Units 3/4 consists of the following areas of study: Functions and Graphs, Calculus, Algebra and Probability and Statistics which must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Entry

There are no entry requirements but it is assumed that students will have already satisfactorily completed Units 1/2 Mathematical Methods (whether in the Year 10 Accelerated Course or in Year 11). Unit 3 must be attempted before Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Mathematical Methods are as follows:

Unit 3 School Assessed Coursework	17%
Unit 4 School Assessed Coursework	17%
Two End-of-Year Units 3 and 4 Examinations comprising:	66%
• a one-hour exam to be done without technology or student-prepared notes (22%)	
• a two-hour exam to be done with technology and one bound reference, annotated text or lecture pad (44%)	

Specialist Mathematics

Rationale

Specialist Mathematics is a rigorous course complementing the study of Mathematical Methods Units 3/4. It is attempted most successfully by dedicated students with strong mathematical skills who have an interest in mathematics and/or aspirations to careers in the mathematical, physical and engineering sciences.

Unit 3/4

Specialist Mathematics consists of the following areas of study: Functions and graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Entry

Enrolment in Specialist Mathematics Units 3/4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3/4.

Methods of Assessment

Percentage contributions to the study score in VCE Specialist Mathematics are as follows:

Unit 3 School Assessed Coursework	17%
Unit 4 School Assessed Coursework	17%
Two End-of-Year Units 3 and 4 Examinations comprising:	66%
• a one-hour exam to be done without technology or student-prepared notes (22%), and	
• a two-hour exam to be done with technology and one bound reference, annotated text or lecture pad (44%)	

Media Studies

This course undertakes a study of Jewish media products as reference for analysis. Students may develop their media product based on a Jewish theme. If they do so, this fulfils the requirements to undertake a compulsory Jewish Studies subject at VCE.

Rationale

The media is ubiquitous and ever changing in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live. VCE Media at Mount Scopus provides students with the opportunity to examine the media in both historical and contemporary context while developing skills in media design and production in a range of media forms according to their individual interests.

Unit 3: Media narratives and pre-production

Outcome 1

- Narrative and ideology
 - Students will analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
 - Students will examine societal ideologies at the time of a media product's creation, and how ideologies are represented in film texts.

Outcome 2

- Media production development
 - Students will research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production. This will provide skill development for the Unit 3 folio.

Outcome 3

- Media production design
 - Students will develop and document a media production design in a selected media form for a specified audience. This design is the blueprint for the media product developed in Unit 4.

Unit 4: Media production and Agency and control

Outcome 1

- Media Production
 - Students will produce, refine, resolve and distribute a media product designed in Unit 3.

Outcome 2

- Agency and control in and of the media
 - Students will discuss issues of agency and control in the relationship between the media and its audience.

Entry

There are no prerequisites for Unit 3. It is not required that students undertake Unit 3 prior to Unit 4.

Methods of Assessment

Percentage contributions to the study score in VCE Media are as follows:

Unit 3 School Assessed Coursework	10%
Unit 4 School Assessed Coursework	10%
Units 3 and 4 Media Design Plan and Media Production	40%
End-of-Year Examination	40%

Music Performance

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working co-operatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Entry

Students must undertake Units 1/2 prior to undertaking Units 3/4 Music Performance. Students should have at least three years of experience prior to Year 11 on a musical instrument or in voice.

Methods of Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3/4. In the study of VCE Music Performance student's level of achievement will be determined by School Assessed Coursework, an end-of-year performance examination and an end-of-year aural and written examination.

Percentage contributions to the study score in VCE Music Performance are as follows:

Units 3 and 4 School Assessed Coursework	30%
External End-of-Year Performance Examination	50%
External End-of-Year Aural and Written Examination	20%

Music Investigation

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working co-operatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 3

In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. In this study research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic.

Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic.

Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic. Through performance, students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice. As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

Unit 4

In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

Entry

Students are strongly recommended to undertake Units 3/4 Music Performance before or in the same year that they undertake Units 3/4 Music Investigation.

Methods of Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3/4. In the study of VCE Music Investigation student's level of achievement will be determined by School-assessed Coursework and an end-of-year performance examination.

Percentage contributions to the study score in VCE Music Investigation are as follows:

Units 3 and 4 School Assessed Coursework	50%
External End-of-Year Performance Examination	50%

Physical Education

Rationale

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretic knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Perceived Future Pathways and Employment Opportunity

The VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training setting. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education Teacher.
- This study also provides a greater opportunity for those students who want to become a Fitness/Personal Trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs e.g. AFL, Cricket, and Soccer etc.

Perception of its Relevance

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Students who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Methods of Assessment

Percentage contributions to the study score in VCE Physical Education are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Physics

Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, Physicists gain a better understanding of the underlying laws of nature.

Unit 3: 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. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

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

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. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Assessment

The student's level of achievement will be determined by School Assessed Coursework and an end-of-year examination. Percentage contributions to the study score in VCE Physics are as follows:

Unit 3 School Assessed Coursework	21%
Unit 4 School Assessed Coursework	19%
End-of-Year Examination	60%

Psychology

Rationale

Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between brain and behavior by focusing on several key interrelated aspects of the discipline: the interplay between perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging techniques, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Students are introduced to the variety of thinking and research approaches used in psychology and gain a broad perspective of the study as a science. Students apply the principles of scientific research to the investigation of psychology and have the opportunity to conduct their own empirical research investigation. VCE Psychology is engaging and challenging to a wide range of students, including those who are aiming for careers in psychological research and practice, business and social work.

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

In this unit students examine the nervous influences behavior and the way people experience the world. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how the 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.

Unit 4: How is wellbeing developed and maintained?

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

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both units, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for Unit 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4. Students who are new to the study at Unit 3 would need to undertake preparatory work related to Units 1 and 2.

Methods of Assessment

Percentage contributions to the study score in VCE Psychology are as follows:

Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
End-of-Year Examination	60%

Religion and Society

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society and reach a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist.

Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences. Students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role.

The study aims to develop understanding and respect for the religious beliefs of others. It values and promotes open enquiry, without bias towards any one tradition.

Unit 3: The Search for Meaning

Areas of Study 1 includes an examination of the nature and purpose of religion and religious beliefs. Students explore beliefs concerning God, the nature and purpose of human life, the meaning of suffering, death and the afterlife, the relationships between humans, humans and God, and humans and the rest of the natural world.

Areas of Study 2 investigates how religious beliefs achieve their full meaning when they are expressed through the other aspects of religion. These aspects include sacred stories, texts, rituals and symbols.

Areas of Study 3 focuses on the interplay between religious beliefs, faith and significant life experiences.

Unit 4: Religion, Challenge and Change

Area of Study 1 deals primarily with the way in which a religious tradition may respond to challenge. Within this framework, students will discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

Area of Study 2 investigates a significant challenge to a religious tradition and its impact on the religion, the religion's relationship with the wider society and other religions.

Entry

There are no prerequisites for Units 3/4.

Methods of Assessment

Percentage contributions to the study score in VCE Religion and Society are as follows:

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
End-of-Year Examination	50%

Studio Arts

This course can be undertaken with either a Jewish or non-Jewish theme. If undertaken with a Jewish theme, it fulfils requirements to undertake a compulsory Jewish Studies subject at VCE level. The VCE Studio Arts Course incorporates the study of a personal theme. Students develop and use an exploration proposal to define an area of creative exploration. From this they plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the subsequent development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

The subject also includes an investigation of exhibition spaces dedicated to the promotion of artists and artworks, and the studio practice and analysis of two key artists.

If a student enrolls in Studio Arts with a Jewish Studies theme, all coursework will be studied alongside students undertaking Studio Arts with a non-Jewish theme.

Rationale

The VCE study guide recognises that the arts provide individuals with the opportunity for personal growth, expressing ideas and examining personal identity. VCE Studio Arts and Studio Arts Jewish Studies allow students to examine how artists have used materials, techniques and processes to create aesthetic qualities and develop an individual artistic style, informing their own student practice as a potential art maker. The theoretical component of this study is a basis for studio practice that forms a model of inquiry wherein research focuses on the visual analysis of artworks and investigates how (Jewish) artists working with particular (Jewish) themes have used materials, techniques and processes to create aesthetic qualities. Students use an exploration proposal to define a (Jewish) theme for the development of the design process that underpins their artistic development, and allows them to generate an informed range of potential directions for the production of creative artworks. Selected methods, techniques and processes such as sculpture, printmaking, digital photography, painting, drawing, ceramics and installation are refined and utilised to enhance the meaning, aesthetic quality and production of student artworks. These artworks form a folio of finished work from which students evaluate their use of techniques and aesthetics. These are evaluated in relation to the successful communication of individual ideas derived from their (Jewish) theme, in their finished artworks.

Unit 3: Studio Practices and Processes

- Develop and use an exploration proposal to define an individual (Jewish) theme that becomes the creative area of exploration.
- Investigate focus, subject matter and inspiration through the development of, and experimentation with, ideas, materials, techniques and aesthetic qualities.
- Develop ideas, techniques and processes using aesthetic considerations discussed in the exploration proposal.
- Present a range of potential directions that provide scope for the student to demonstrate the refinement of techniques and application of materials to generate finished artworks in Unit 4.

Completion of a SAC worth 5% of the Study Score which examines the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Completion of School Assessed Task (SAT). The student's level of performance in achieving Outcomes 1 and 2 in Unit 3 will be assessed through a School Assessed Task.

Unit 4: Studio Practice and Art Industry Contexts

- Refine selected potential directions and articulate the focus for Unit 4 folio artworks with evaluated selected potential directions, including a plan about how the artworks were developed. Students present no fewer than two artworks that demonstrate relevant (Jewish) themes, and aesthetics, concepts, materials and/or techniques and identify a cohesive relationship to each other.
- The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.
- Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1.
- Understanding and analysis of the requirements and conditions of environments where artworks are exhibited and promoted including the Jewish Museum and two other gallery types.
- Visiting and reviewing the NGVA and the NGVI and other curated spaces and examining roles involved in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Completion of a SAC worth 5% of the Study Score which compares the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Completion of School Assessed Task (SAT). The student's level of performance in achieving Outcomes 1 and 2 in Unit 4 will be assessed through a School Assessed Task.

Entry

Units 1 and 2 Visual Arts are the normal prerequisites for this study.

Methods of Assessment

Percentage contributions to the study score in VCE Studio Arts are as follows:

Two School Assessed Coursework (SAC)	10%
One School Assessed Task (SAT) for Units 3 and 4	60%
End-of-Year Examination	30%

Theatre Studies

Rationale

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversify and characteristics of theatre as an art form. Throughout the study students work with play scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. This knowledge is applied through use of stagecraft to collaboratively interpret play scripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners. Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history.

Unit 3: Production Development

This unit focuses on an interpretation of a play script through the four designated stages of production: planning, production development, production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 play list published annually in the VCAA Bulletin and analyse and evaluate the interpretation of the play script in the performance.

Unit 4: Performance Interpretation

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

Entry

Students must undertake Unit 3 prior to Unit 4. It is expected students will undertake Units 1 and 2 Theatre Studies as preparation for Unit 3.

Methods of Assessment

Percentage contributions to the study score in VCE Theater Studies are as follows:

School Assessed Coursework (SACs) (Unit 3 = 30% and Unit 4 = 15%)	45%
Examinations (October = 25% and November = 30%)	55%

Visual Communication Design

Rationale

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills, manual and digital to visualise thinking and to present potential solutions. It also highlights the design process is integral to this study and supports the creation of visual communications. It can be flexible and acts as a framework through which a design solution is resolved.

Unit 3: Design thinking and practice

Outcome 1

- Analysis and practice in context
 - Students analyse how design elements, design principles, methods, media and material are used in visual communications to achieve particular purposes for targeted audiences.
 - Students draw from their findings from analysis to inform the creation of their own visual communications.

Outcome 2

- Design Industry practice
 - Students investigate how the design process is applied in industry to create visual communications.

Outcome 3

- Develop a brief and generating ideas.
 - Students gain a detailed understanding of three stages of the design process; development of a brief, research and the generation of ideas.

Unit 4: Design development and presentation

Outcome 1

- Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2

- Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Entry

Unit 1 and 2 study in a Visual Arts subject is the normal prerequisite for this study.

Methods of Assessment

In Visual Communication Design SAC (School Assessed Coursework), SAT (School Assessed Tasks) and an end-of-year examination will determine the student's level of achievement.

Unit 3 SAC

Outcome 1 and Outcome 2

School Assessed Coursework for Unit 3 25%

Unit 3 SAT

Unit 3 Outcome 3 and Unit 4 School-assessed Task 40%

End of year examination 35%