



Mount Scopus Memorial College

בית הספר הר הצופים

בס"ד

Curriculum Handbook

2018

Year 12



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Scopus
Values



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

2018

This booklet contains detailed information about the courses to be conducted at Mount Scopus Memorial College in Year 12 in 2018, subject to certain considerations including student demand. For an overview of the VCE, consult the introductory section of the Year 11 Curriculum Handbook.

Contents

Introduction	3
Assessment and Reporting Policy - VCE	4
Wider Education Program Options.....	7
Accounting	9
Art	12
Business Management.....	16
Chemistry	17
Dance	19
English/English as an Additional Language (EAL)	20
Rationale	20
Environmental Science	22
Extended Investigation, Units 3 and 4	24
French	25
Health and Human Development	26
Hebrew.....	28
Hebrew (Tertiary)	29
Certificate III in Applied Language (Hebrew).....	30
History - Revolutions.....	32
International Studies	33
Japanese.....	34
Legal Studies	35
Literature	36
Mathematics.....	37
Further Mathematics.....	38
Mathematical Methods	39
Specialist Mathematics.....	40
Media.....	41
Music Performance.....	42

Music Investigation.....	44
Physical Education	47
Physics.....	49
Psychology	50
Religion and Society.....	52
Studio Arts	53
Texts and Traditions.....	55
Theatre Studies	56
Visual Communication Design	57

In 2018, 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 2016 with information about the Unit 3 & 4 studies available at Mount Scopus Memorial College in 2018.

Each study in this curriculum handbook outlines:

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

If a student is interested to read the full study design of any study, he/she may do so by seeing the VCE Coordinator or the Head of Faculty of the particular study.

University Extension Studies

Hebrew (Tertiary) offered by arrangement with the University of Melbourne, page 24.

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 the date for 'early at risk' assessment/reporting 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 Term 1 and Term 3 monitoring, 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.

For end of semester reports, information will be provided on the above areas and 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 3 and 4: the following scale will be used to provide feedback on performance in School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

1+:	85% and above
1/1+:	80-85 %
1	70-80%
1/2:	65-70 %
2:	55 – 65 %
2/3:	50 – 55 %
3:	below 50 %

For VCE Units 1 and 2: the following scale will be used to provide feedback on performance in Outcomes.

S	Satisfactory
N	Non-Satisfactory

A+	A
B+	B
C+	C
D+	D
E+	E

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 fortnightly attendance details to the VCE Coordinator. 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 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

There are a number of formal school/parent face-to-face meetings during the year:

- The Term 1 Progress report is supplemented by a parent/teacher conference for each subject. Each parent is expected to attend, preferably with their child;
- The Semester 1 report is supplemented by a parent/teacher conference for each subject. Each parent is expected to attend, preferably with their child;
- If appropriate, a highly unsatisfactory Term 3 Progress Report may be followed by a formal notification of concern; if need be, we arrange for parents to confer with School Administrators and Support Staff. Such conferences may set conditions for a student continuing to attend Mount Scopus Memorial College.
- End-of-year conferences to supplement the Reports are rare because the monitoring and conferencing procedures during the year have usually both identified problems and processes for addressing them. However, if deemed necessary, students and parents may attend conferences as required both after the issue of the Report and before the commencement of the next school year.

8. Review Committees

After each monitoring, 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 meeting, 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 through Distance Learning. 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 2018

Accounting

Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

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: Establishing and operating a service business

Unit 2: Accounting for a trading business

Unit 3: Recording and reporting for a trading business

Unit 4: Control and analysis of business performance

Each unit contains between two and four areas of study.

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 3 – Recording and Reporting for a Trading Business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 4 – Control and Analysis of Business Performance

This unit provides an extension of the recording and reporting process from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

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

A number of methods are used for assessment and include, but are not limited to, test, assignments, presentation and orals.

Satisfactory completion

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

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Accounting students' level of achievement will be determined in Unit 3 by School Assessed Coursework and a mid-year examination; and in Unit 4 by School-assessed coursework and an end-of-year examination.

In both Unit 3 and Unit 4, at least 30 marks out of the 100 available for School Assessed Coursework must be allocated to ICT-based assessment.

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, through the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. 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

- Students will analyse, interpret and compare artworks by two different artists using the Analytical Frameworks. Select one who produced artworks before 1970 and one artist who has produced artworks since 1970.

Investigation and interpretation through artmaking

- Students use the art process to develop their own art responses inspired by ideas, concepts and observations. 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

- Discuss and debate art 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 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 School-assessed Coursework, a School-assessed Task (Folio) and an end-of-year examination will determine the student's level of achievement.

In Art, the three graded assessments contribute to the Study Score 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 (based on Outcome 2 Unit 3 and Outcome 2 Unit 4)	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 and 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 Biology are as follows:

Unit 3 School-assessed Coursework: 16%

Unit 4 School-assessed Coursework: 24%

End-of-year Examination: 60%

Business Management

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informal citizens, consumers and investors.

Unit 3 – Corporate Management

Unit 3 focuses on the investigation of how large scale organisations operate. The focus is on aspects of the individual business' internal environment and how the operation of the business is managed. The students will examine the influence the external environment has on the operations of large scale organisations as well as the key elements of the internal environment. Operations management combines the roles of management in order to transform inputs into output. Students will examine all aspects of this core function of the organisation.

Unit 4 – Managing People and Change

This unit commences with a focus on the human resources management function. This area of study emphasises the employment cycle and employee relations aspects of human resources. The unit concludes with analysis of the management of change in the context of significant issues such as social responsibility, business ethics, globalisation, legislative compliance, technological development and mergers.

Entry

There are no prerequisites for Unit 1, 2 and 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 and 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 Chemistry are as follows:

Unit 3 School-assessed Coursework:	16%
Unit 4 School-assessed Coursework:	24%
End-of-year Examination:	60%

Dance

Rationale

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches. The study focuses on development of students' technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Throughout the study, students undertake systematic training in technical and physical skills which enables them to safely execute a diverse range of expressive body actions. Students develop and refine their technical and choreographic skills by exploring personal and learnt movement vocabularies and ways in which movement can be created and arranged to communicate the expressive intention of the dance-maker.

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. Students also develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected is developed through the use of choreographic devices.

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of group structures and the elements of spatial organisation in group dance works by twentieth and/or twenty-first century choreographers. Cultural influences on choices made by choreographers in these works are also studied.

Methods of Assessment

Unit 3 School-Assessed Coursework	15%
Unit 4 School-Assessed Coursework	10%
End of Year Performance Examination	50%
End of Year Written Examination	25%

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 work place 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 and 4 Assessment

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 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.

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

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

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 and 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 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 and 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. From 2018, 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 Units 3 and 4 sequence:

Unit 3: Designing an Extended Investigation

Unit 4: Presenting an Extended Investigation

Assessment

- Unit 3 School-assessed Coursework: 30% - Research Rationale, Research Plan, Oral
- Unit 3 Externally-assessed Critical Thinking Test: 10%
- Unit 4 Externally-assessed Task: 60% - 4000 word research paper, 20 minute oral

French

Rationale

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

The academic rigour required to study a second language to VCE level may enhance vocational opportunities. Employers recognise the ability to communicate in French may provide students with enhanced vocational opportunities in many fields, including international finance and banking, commerce, hospitality, media, trade, tourism, technology, education and translating and interpreting.

VCE focuses on areas of study that comprise themes and topics, grammar, text types, vocabulary and different kinds of writing. There are three prescribed themes: the individual, the French-speaking communities and the changing world. A French assistant is made available for conversation practice by weekly appointment with every student throughout the year to support each student's oral skills individually.

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 and Scientific and Technological Issues. 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

Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Oral Examination	12.5%
Written Examination	37.5%

Health and Human Development

Rationale

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 3

In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status. The NHPAs initiative seeks to bring a national health policy focus to diseases or conditions that have a major impact on the health of Australians. The NHPAs initiative seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. In this unit, students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4

In this unit students analyse a global perspective on achieving sustainable improvements in health and human development. Students identify similarities and differences in the health status between people living in developing countries and Australians, and consider reasons for the differences.

The role of the United Nations Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

Entry

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

Methods of Assessment

- | | |
|--------------------------------------|-----|
| • 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:

1. Express ideas through the production of original texts
2. Analyse and use information from spoken texts
3. 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:

1. Analyse and use information from written texts
2. 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

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 Avi Cohen 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 &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 average of the primary four scaled studies).

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 a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of revolution.

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. The period under investigation begins in 1781 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. The period under investigation begins in 1905 and ends in 1924.

Entry

There are no prerequisites for Units 1, 2 and 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%

International Studies

Rationale

In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. International Politics will enable students to understand and reflect on contemporary national and international political issues, problems and events, and the forces that shape them. The study offers students the opportunity to engage with key political, social and economic issues, to become more informed citizens, voters and participants in their local, national and international communities.

The study on International Politics prepares students for further formal study at tertiary level or in vocational education and training settings, as well as broadens students' knowledge of, and ability to participate in key global issues.

Unit 3 - Global Issues and Conflicts

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and the increasing interdependence of people and societies across a range of economic, cultural and security matters. Students explore increasingly complex notions of national interest, sovereignty, autonomy, terrorism and independence. They undertake a study of the nature of conflict in a Post-Cold War no longer divided in two ideological blocs.

Unit 4 – Interactions between States

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

Entry

There are no prerequisites for Unit 1, 2 and 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%

Japanese

Rationale

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

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, trade, tourism, technology, education, translating and interpreting.

Unit 3

This unit focuses on the consolidation of a wide range of grammar and vocabulary. The grammar, vocabulary and text types are linked and rigorously practiced through a variety of topics. More advanced communication techniques such as negotiation and discussion skills are practiced. Topics to be covered are: future plans and aspirations, Japanese contemporary culture and environmental issues.

Unit 4

This unit focuses on the consolidation and enhancement of grammar and vocabulary. The detailed study is set for the student to explore and compare aspects of the language and culture of the Japanese-speaking community through a range of spoken and written materials. This will enable students to develop a deeper knowledge and understanding of Japanese society. The student will be expected to discuss their detailed study in the Oral Examination in October. Topics to be covered are: the changing world, and contemporary culture in Japan.

Entry

Japanese Second Language is designed for students who do not have a Japanese background, but have learnt Japanese in an Australian School or similar environment. Students are recommended to take Unit 2 prior to the commencement of Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Methods of Assessment

Unit 3: School Assessed Coursework	25%
Unit 4: School Assessed Coursework	25%
End of Year Examinations Oral Component	12.5%
End of Year Examination Written Component	37.5%

Students will be assessed separately from Japanese First Language students.

Legal Studies

Rationale

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities.

The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian Society. Students are encouraged to examine the dynamic nature of our law making institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Unit 3

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Unit 4

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Entry

There are no prerequisites for Units 1, 2 and 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%

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

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

Assessment consists of:

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| 1. Unit 3 School Assessed Coursework | 20% |
| 2. Unit 4 School Assessed Coursework | 14% |
| 3. Two end of year examinations each worth | 33% |

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 and 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) with at least a D grade. Unit 3 must be attempted before Unit 4.

Methods of Assessment

Assessment consists of

1. Unit 3 School Assessed Coursework 17%
2. Unit 4 School Assessed Coursework 17%
3. Two end of year Units 3 & 4 examinations:
 - 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%

Specialist Mathematics

Rationale

Specialist Mathematics is a relatively difficult study 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

Assessment consists of:

1. Unit 3 School-Assessed Coursework 17%
2. Unit 4 School-Assessed Coursework 17%
3. Two End of Year Units 3 & 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%

Media

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 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

Narrative and ideology - Outcome 1

Students will produce, refine and resolve a media product designed in the Unit 3 production design plan. They will document the development, refinement and realisation of their media product.

Media production development - Outcome 2

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 4 folio.

Media production design - Outcome 3

Students will develop and document a media production design in a selected media form for a specified audience. This plan will inform the folio direction for media work Unit 4.

Unit 4: Media production and issues in the media

Media production - Outcome 1

Students will produce, refine and resolve a media product design in the Unit 3 production design plan. They will document

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	6%
Unit 4: School Assessed Coursework	12%
Units 3 & 4: Media Design Plan and Media Production	37%
End of Year Examination	45%

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 and 2 prior to undertaking Units 3 and 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 and 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 are as follows:

- Units 3 and 4 School-assessed Coursework: 30 per cent
- External end-of-year performance examination: 50 per cent
- External end-of-year aural and written examination: 20 per cent.

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 and 4 Music Performance before or in the same year that they undertake Units 3 and 4 Music Investigation.

Methods of Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 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 are as follows:

Units 3 and 4 School-assessed Coursework: 50 per cent

External end-of-year performance examination: 50 per cent.

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.

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.

Unit 3 - Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Unit 4 - Enhancing Performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

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 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

Unit 3: School Assessed Coursework 16%

Unit 4: School Assessed Coursework 24%

End of Year Exam 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 world views 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 world views 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

Area of study one 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 relationships between humans, humans and God, and humans and the rest of the natural world.

Questions about the meaning of life, suffering and death are also considered.

Areas of study two 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 three focuses on the interplay between religious beliefs and significant life experiences.

Unit 4 Religion, Challenge and Change

Area of study one, 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 two 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 and 4.

Methods of Assessment

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. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the 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 artistic 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 per cent 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 Jewish Museum NGVI and 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 per cent 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 & 2 Visual Arts are the normal prerequisites for this study.

Methods of Assessment

2 School Assessed Coursework (SAC) : 10 per cent

1 School Assessed Task (SAT) for Units 3 and 4 : 60 per cent

End of year examination : 30 per cent

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 30 per cent.

Texts and Traditions

Rationale

The study of Texts and Traditions as a subject has in mind the following aims; Students should develop an understanding of the studied texts and their interpretations within a tradition, bearing in mind the origin, place, society and culture. Furthermore an exploration of the historical development and the ways in which the texts' messages were/are communicated are also examined.

Unit 3

On completion of this unit where the book of Jeremiah comes under investigation:

1. Students should be able to identify events, people and places relating to the early development of the tradition
2. Students should be able to analyse issues that relate to the writing of the text, its literary structure and major themes
3. Students should be able to apply basic exegetical methods of the interpretation of texts within the founding tradition

Entry

There are no prerequisites for Units 3 and 4. It is imperative, however, for students to do Unit 3 where a certain amount of background information and methods of study are imparted.

Methods of Assessment

Unit 3

Outcome 1	Short Report	(Historical theme: identify people, place or event)
Outcome 2	Essay	(Issues that relate to the writing of a text)
Outcome 3	Exegetical Task	(Interpretation of a set text)

Unit 4

Outcome 1a	Exegetical Task	(Interpretation of a set text)
Outcome 1b	Essay	(A task on a set of themes)
Outcome 2	Short Report	(A modern interpretation of a foundational idea)

Unit 3 and Unit 4 School Assessed Coursework	25%+25% = 50%
End of Year Examination based on Units 3 & 4	50%

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 and 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

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

Visual Communication Design

Rationale

The VCE study guide recognises Visual Communication and Design as an integral part of our lives. Visual Communication is a bridge between an idea and its intended audience. The communication is developed in response to a specific need, and the form it takes may be imaginative, original or may conform to required conventions or rules. The design process is defined yet flexible and acts as a framework through which a visual solution is resolved.

Students develop their visual language and inform their practice, through observations of the impact of the Design Elements and Principles in relation to their work, and the work of professional designers. This enables them to develop informed, critical and discriminating approaches to visual communications in everyday life.

Students are able to develop their own design briefs and work through the design process to create effective visual communications that meet specific client needs.

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

- Development of design concepts
 - Students focus on the design process stage of the development of concepts and refinement.

Outcome 2

- Final presentations
 - Students produce two final visual communications presentations.

Outcome 3

- Evaluation and explanation
 - Students devise a pitch to present and explain their visual communications.

Entry

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

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 Course work for Unit 3 contributes 20 per cent

Unit 4 SAC

Outcome 3

School Assessed Coursework for Unit 4 contributes 5 per cent

Unit 3 SAT

Outcome 3

Unit 4 SAT

Outcome 1 and Outcome 2

School Assessed Task for Units 3 & 4 contributes 40 per cent

End of year examination

The examination will contribute 35 per cent.