



MELBOURNE
RUDOLF STEINER
SCHOOL

Melbourne Rudolf Steiner School

Awakening young people to their destiny

Year 12 VCE Course Outlines for Subject Choice 2023

*Education can be a process of
growing in the light of truth and the
warmth of a community dedicated to
improving our world.*

*Being clever is not enough in our
times; the solid human qualities of
freed will and healthy deep feeling
must accompany clear thought.*

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YEAR 12 SUBJECT CHOICES 2023

In making decisions about the future at this time in your school life, you should look for choices that:

- Bring us joy
- Capture our interest
- Allow for the capacity of varying career possibilities into the future (far beyond the choices we currently envisage)

In choosing your subjects for year 12 you may include the following considerations:

- How to further a lively interest you have developed
- How to put yourself in a position to meet university entrance requirements, or requirements, if any, for TAFE or other further training
- How to plan a satisfying final year at school

Generally speaking, we recommend that you choose the subjects that you enjoy and do well in.

Choosing a Year 11-12 Course for Admission into Tertiary Education

Many tertiary courses have specific prerequisites. While most of these involve Unit 3 and 4 subjects, it is wise to be aware of those that apply to courses you might be interested in.

For example, a person possibly interested in health sciences would be wise to start chemistry in Year 11, for they will almost certainly need it in Year 12. The prerequisite lists prepared by the tertiary institutions for entry in 2024 are available through VTAC or in the prerequisite handout I gave out last year in the subject selection information pack.

Tertiary institutions use several methods for selecting students for courses. They could include one or more of the following:

- 1. Definite prerequisites: Usually one or two specified subjects. English is usually one of them.**
- 2. ATAR (Australian Tertiary Admission Rank)**
- 3. Folio and/or Interview**
- 4. Selection Kit**

For example:

SCIENCE e.g. University of Melbourne

Prerequisites: A study score of at least 25 in English and Mathematical Methods and/or at least 25 in two of Biology, Chemistry, and an additional Maths or Physics. ATAR 85.

ARTS (i.e. Humanities) e.g. University of Melbourne

Prerequisites: Units 3 & 4 English (Study score 25) ATAR 85. A study score of at least 25 in English.

ART-ORIENTED COURSES, will require a FOLIO of your artwork as part of your application. It might seem like a good idea to take both Art and Studio Art at Year 12. If you are not going into the art field, it probably is not a good idea because your spread of subjects will not be as wide as they should be.

Bonus subject in selection

When a student's ATAR score is borderline or slightly less than the lowest selection rank (ATAR), consideration will also be given to other Year 12 studies. For example, if you wish to enter into Science, and you have an extra science or maths subject you may get an extra credit point. This may get you into a course where you scored slightly below the lowest ATAR.

Please consider all aspects before choosing a subject in Year 12.

When the students return their preliminary subject choice forms, we will try to pick up people who have fallen into little traps and warn them of possible difficulties, given what they can tell us of future aspirations. However, the ultimate responsibility has to rest with the students and parents. We do this by interviewing each student to discuss their choices and plans for the future.

Subjects Offered and Proposed Blockings

Most of the blockings which are determined from these preliminary choices will be similar to the blockings from Year 11. This is because most student choices for next year have been predetermined by their choice of subjects this year i.e. Maths Units 1 & 2 (Year 11) B Maths Units 3 & 4 (Year 12).

Please remember that the preliminary selections made here will, along with many other factors, determine the blockings. The blockings may require some compromise on your initial choice.

Every student must satisfactorily complete at least 3 sets of Unit 3 & 4 other than in English. Some VET subjects may also be used as a subject in this minimum VCE assessment criteria.

Students are not required to choose subjects from both Maths/Science and Arts/Humanities streams, as in Year 11, but we continue to encourage students to keep their options open by doing so.

Please speak with subject teachers or Damo if you have any questions.

Individual Subject Data

This booklet contains a description of each Unit 3-4 subject offered at MRSS. Some technical data is summarized below:

Subject	Must I take units 1 and 2 to take units 3 and 4?
Literature	No, but it helps
Art Creative Practice (formerly Art)	No, but it helps greatly
Art Making & Exhibiting (formerly Studio Art)	No
Biology	No
Chemistry	Not essential but highly recommended
Physics	Not essential but highly recommended
General Mathematics	See course description
Mathematical Methods	See course description
Specialist Mathematics	Yes
Drama	Answer currently unavailable
Geography	No, but it helps
History	No, but it helps
LOTE	Yes
Music Performance – Contemporary and Repertoire	Yes
Music Inquiry	Yes
Physical Ed	Only units 3 & 4 offered

ENGLISH

In Year 12 English, the students are given the opportunity to express their emerging worldviews and to feel that their ideas, insights and opinions can contribute to greater enlightenment and truth in the world. Of course, the study also has many practical benefits for the students' proficiency in using their own language in social contexts. We offer all this via a study of topical and universal ideas and themes found in a selection of fiction and nonfiction that students reflect on through writing and speaking analytically and creatively. They also continue to study our language's rhetorical and persuasive qualities through analysis of current media articles on a specific topical issue, and through an oral presentation of considered and informed opinions on a current issue of their own choice. The course includes the following assessment tasks or S.A.Cs (School assessed Coursework):

UNIT 3

Reading and Creating texts: reading and viewing texts and responding creatively and analytically. Tasks include an essay on a selected text (30% of unit 3) and a creative response on another selected text. (30% of unit 3).

Analysing and Presenting argument: We study a current issue together and analyse, in a comparative essay, the way writers and speakers on this issue use language to persuade. (40% of unit 3).

UNIT 4

Reading and Comparing texts: we explore common ideas, themes and issues on human experience in two texts and students create a written analysis essay. (60% of unit 4).

Presenting argument: Students apply their earlier work on analysing persuasive language and rhetoric, in an oral presentation of their own point of view on a topical issue. (40% of unit 4).

End of year exam: Three written essays that will examine the skills and knowledge learnt and practised in the assessment tasks described above. The assessment is external, and is worth 50% of the year's total mark.

Texts to be studied in 2023: Truman Capote's *In Cold Blood*, William Wordsworth's Poetry, Rolf de Heer/David Gulpilil's film *Charlie's Country* and *The Hate Race* by Maxine Beneba Clarke

LITERATURE

Literature in class 12 is a sophisticated study based exclusively on books. We approach and explore the art of reading and creating literary texts and the complex ideas about human life and character they possess. The study both enables students to appreciate diverse literary texts as works of art in themselves, and as creations that are both informed by, and influence, individual human beings and societies. The students are invited to respond analytically and imaginatively to selected texts, developing their writing and thinking skills, but, most importantly, experiencing the power and inspiration of the world of books and films and the people that make them with creative integrity. Both their own close reading of literature and their understanding of what the critics think, is furthered in class 12 and can reach a synthesis of thought and expression that is a privilege to witness. Another of the special joys of class 12 Literature, despite the fact it is a complex subject, is the wonderful discussion that can emerge in the classroom – all Literature teachers fondly remember those from their own Class 12 experience, long after the ‘results’ fade from memory!

UNIT 3

Adaptations and Transformations: how a text’s meaning can change, be embellished or diminished when it is transformed or adapted in another form: for example, novel to film. A written interpretation of a text, and an analysis of its adaptation or transformation to another form, are the two written responses (50% of unit 3).

Developing interpretations: students focus on how a text may be interpreted in different ways due to the different personal imaginative qualities, views, values, perspectives and assumptions of both author and reader. They use another theoretical perspective to compare, inform and enhance their own interpretation of a selected text in essay form (2 responses adding up to 50% of unit 3).

UNIT 4

Creative Responses to Texts: students apply what they have learnt about the ideas, conventions, techniques and structures of different literary forms, to their own creative writing. In doing this, they explore how form, content and idea are related. Their assessment takes the form of a creative response to a selected text that we study together, and an analysis of a passage from the studied text, commenting on the features they have utilised in their own response (60% of unit 4).

Close Analysis: in this final S.A.C., students aim for a synthesis of all their knowledge and interpretative skills in a close analysis of the details of a selected text and how these contribute to the overall meanings of the text. An essay is completed which uses close passage analysis and/or close analysis of certain literary features, to create an overall interpretation. (40% of unit 4).

End of year exam: The exam will consist of tasks which synthesise the learning achieved in the whole course. It is worth the remaining 50% of the year's work.

Texts for 2023: to be advised, but probably the following: Shakespeare's *The Winter's Tale* and a film or stage adaptation of the play; Sylvia Plath's *Ariel*; Jeanette Winterson's *The Passion*; Kenneth Slessor's *Selected Poems*; Joan Lindsay's *Picnic at Hanging Rock* and Weir's classic 1975 film version.

ART CREATIVE PRACTICE

Formerly ART

UNIT 3

Overview: Investigation, ideas, artworks and the Creative Practice

In this unit students use 'Inquiry and Project-Based Learning' as starting points to develop a 'Body of Work'. They explore ideas and experiment with materials, techniques and processes using the 'Creative Practice'. The research of historical and contemporary artists is integral to students' use of the 'Creative Practice' and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit Prerequisites - N/A

There are 2 areas of study:

- Investigation and Presentation
- Personal investigation using the Creative Practice.

Unit Assessment: 30% SAT (Folio)

Pathways - Artists, Designer, Architect, Photographer, Curator, Exhibition Designer, Gallery Manager, Visual Art Education

UNIT 4

Overview: Interpreting, resolving and presenting artworks and the Creative Practice.

In Unit 4 students continue to develop their art practice through 'Project-Based and Inquiry Learning' as their research and exploration continues to support the development of their 'Body of Work'. Throughout their research, students study the practices of selected historical and contemporary artists to inform their own art practice. They use the 'Interpretive Lenses' to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the 'Interpretive Lenses' throughout the 'Creative Practice' to resolve and refine their 'Body of Work'.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the 'Creative Practice'. They reflect on the feedback from their critique to further refine and resolve a 'Body of Work' that demonstrates their use of the 'Creative Practice' and the realisation of their personal ideas.

Unit Prerequisites - Unit 3

There are 3 Areas of Study:

- Documentation and critique of the Creative Practice
- Resolution and Presentation of a Body of Work
- Comparison of Artist, their practice and their artworks

Unit Assessment

30% SAT (Folio)

10% SAC (Written)

30% End of Year Written Exam

Pathways

Artists, Designer, Architect, Photographer, Curator, Exhibition Designer, Gallery Manager, Visual Art Education

ART MAKING AND EXHIBITING

Formerly STUDIO ART

Art Making and Exhibiting is a vocationally oriented subject intended to give students a taste of what it would be like to be an artist or craftsperson. It is a course that is primarily focused on learning the skills involved in the making of art but also has a theory component. Theory in Unit 3 encompasses the study of a selection of Australian artists including Aboriginal and Torres Strait island artists, their art making practices and the ways in which they exhibit their work.

Students are asked to create an independent Visual Arts Journal in which they document their research and their own artmaking, they explore personal inspirations and play and experiment to see the many different ways their work can be developed and deepened. This journal will also include their research and study of inspiring artists from whom they can learn. This journal full of their visual explorations and sources of inspiration, becomes the basis for their finished works.

Students have the opportunity to explore any artistic medium they choose, including but not limited to painting, drawing, printmaking, sculpture, photography and digital media.

UNIT 3

SAT 1

ART MAKING - 30% of study score

Students create an art journal (folio) which will focus on a broad and deep exploration of a variety of approaches to art making inspired by their own personal interest and the inspiration drawn from the study of other artists and their artistic practices.

THEORY SAC - 5% of study score

Theory - Students study a selection of Australian artists, how they make work and how it is exhibited. They will visit an exhibition which will form the basis of this study. They will create their own plan for an exhibition exploring and developing a curatorial theme

UNIT 4

SAT 2

ART MAKING - 30% of study score

Students will make a second folio of work accompanied by a visual arts journal that will respond to and extend the students explorations from unit 3

THEORY SAC - 5% of study score

Theory - Students will study the knowledge and skills involved in planning and creating an exhibition of work by selection of Australian artists. They will study the methods and procedures galleries use to present and care for artworks.

EXAM – 30% of study score

Students will sit an exam at the end of the year. Questions will test their understanding of the different ways artists work, museums and galleries work and related issues.

Weighting of assessments for units 3 and 4

School-assessed Coursework (Theory) – Units 3 and 4 (10%)

School-assessed Task (Prac) – Units 3 and 4 (60%)

End-of-year examination – (30%)

BIOLOGY

If we enjoy good health and vitality then our life is a wonderful adventure. This principle applies to all living creatures. Our study of Biology gives us an intellectual basis to understand how we can support not only our own health, but the well-being of the whole of our planet Earth. It is a duty of modern human beings to be custodians of Nature, to protect the riches and beauty of the seas, forests and the skies. This is best achieved if we are armed with an informed mind and a positive love for the world.

UNIT 3

We study the cellular life around and in us. Through the power of electron microscopy and biochemistry we can explore the intricacies of inner workings in every cell of the human and animal body.

Plants' power of photosynthesis allows them to fill the air with life-giving oxygen, and to refresh the Earth's water supply, to cover the earth with green.

In harmony with plant activity is the essential role of fungi, bacteria and animals. These provide the balance to unlimited growth, and bring dynamic movement and music into the world.

There are demands made upon all creatures by pathogens. We study the action of our astonishing immune system. In all life, there is the constant communication between cells; encouraging, demanding, conflicting effects that are the stuff of living.

UNIT 4

Life is change, and change leads to evolution.

We study the fossil record and relate this to changes in genetic material that leads to evolution of species of all organisms. These changes are in step with the evolution of our planet Earth over billions of years; a most inspiring scenario.

Humans are now profoundly affecting natural evolution through selective breeding, and genetic engineering. It is essential that we understand what we are doing that is creating the world of the future.

All of this we learn to encompass with human understanding. This helps us understand the greatest mystery: the human being.

CHEMISTRY

Chemistry explores the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. This empowering science is central to virtually all areas of modern science and technology. Geologists examine the way chemicals come together to form rocks. Biochemists and pharmacologists study chemicals that cause and cure diseases. Astronomers study the chemical compositions of stars, planets and galaxies. Geneticists study the chemicals of biological inheritance.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. In year 12, students consider the relationship between materials and energy through two themes: the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

UNIT 3

How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain 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.

A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4.

UNIT 4

How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students 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 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.

In each unit there will be school assessed coursework which contributes 20% (Unit 3) and 20% (Unit 4) of the study score. There is one exam (in November) which contributes 60% to the study score.

PHYSICS

In year 12 we continue many of the themes that were introduced in Year 11. Mathematical modelling, including graphing and calculations, is used extensively to organise data, make predictions and link concepts. Students continue to have regular experience in experimental investigation. The year 12 course of study is divided into two units called Units 3 and 4, with each unit focussing on a different aspect of Physics.

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. Unit 3 is comprised of the following areas of study.

Area of Study 1 – How do things move without contact?

Students examine the similarities and differences between gravitational, electric and magnetic fields. They investigate how concepts related to field models can be applied to motors, maintain satellite orbits and to accelerate particles.

Area of Study 2 – How are fields used to move electrical energy?

The production, distribution and use of electricity have a major impact on human lifestyles. Students use evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Area of Study 3 – How fast can things go?

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied.

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

An interplay exists between theory and experiment in generating models to explain natural phenomena. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Area of Study 1 – How can waves explain the behaviour of light?

Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.

Area of Study 2 – How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.

Assessment

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

Unit 3 School-assessed Coursework: 21 per cent

Unit 4 School-assessed Coursework: 19 per cent

End-of-year examination: 60 per cent.

FOUNDATION MATHEMATICS

UNIT 3 and UNIT 4:

This subject was originally only offered by the VCAA as Units 1&2, but now the VCAA is offering this subject at Units 3&4 as well, commencing in 2023 this subject, while still providing a broad mathematics education, and not without its challenges, would provide the opportunity for those students who really struggled in General Mathematics in Year 11 to still continue with mathematics at a year 12 level which would be somewhat easier than General Mathematics, and more “world oriented”.

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are ‘Algebra, number and structure’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’ and ‘Space and measurement’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Assessment for units 3/4:

60% contribution from SACs
40% from final exam.

A note regarding prerequisites:

In 2024, courses that stipulate “any mathematics” (eg most nursing) would accept units 1 and 2 General Mathematics, which the students will have done. Therefore, doing Foundation Mathematics Units 3 and 4 will not affect this.

In 2025, Foundation Mathematics Units 1-4 should also meet the prerequisites for these courses.

GENERAL MATHEMATICS

UNIT 3 and UNIT 4:

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Knowledge gained in General Mathematics Unit 1 and 2 is drawn on as applicable.

Area of Study 1 - Data analysis, probability and statistics

Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Area of Study 2 - Discrete Mathematics

Recursion and financial modelling

Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Matrices

Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and decision mathematics

Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

MATHEMATICAL METHODS

UNIT 3 and UNIT 4:

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

Area of Study 1 - Functions, relations and graphs

In this area of study students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Area of Study 2 - Algebra, number and structure

In this area of study students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Area of Study 3 - Calculus

In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

Area of Study 4 - Data analysis, probability and statistics

In this area of study students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

SPECIALIST MATHEMATICS

UNIT 3 and UNIT 4:

Specialist Mathematics highlights mathematical structure, reasoning and proof and applications across a range of modelling contexts and consists of the Area of Study listed below.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Area of Study 1 - Logic and proof

In this area of study students cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.

Area of Study 2 - Functions, relations and graphs

In this area of study students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Area of Study 3 - Complex numbers

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Area of Study 4 - Calculus

In this area of study students cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

Area of Study 5 - Vectors

In this area of study students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

Area of Study 6 - Data analysis, probability and statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

VCE Mathematics Pathways

Year 11	Year 12
General Mathematics	Foundation Mathematics / General Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
Mathematical Methods	Mathematical Methods and Specialist Mathematics*
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics

*For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.

GEOGRAPHY

The key focus of the Geography curriculum is the Earth's surface, the realm of life, the home of humanity. It is a spatial methodology arising out of the 'spirit of place' enabling the 'spirit of place' to be communicated. Geography is both a humanity and a science. In many ways it humanises science.

Geography enables students to understand the universal and varied character of the world as an entity, yet also highlights the uniqueness, shared qualities and differences of given areas on Earth's surface. Students explore, analyse and interpret the interrelationship and dynamic interplay of locations and natural processes, and the human activities and events that shape and determine the Earth's parts and her totality.

Students of Geography not only recognise how human activity shapes the Earth, but also develop the realisation that human beings, as part of the physical and bio-physical realms, are influenced in their human growth, development and activity by the characteristics of the region in which they live. Landscape powerfully influences a region's people, even actuates the cultural and moral nature of its inhabitants.

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

The concept of sustainability underlies all topics studied. An understanding of sustainability involves a study of the environmental processes that may produce degradation of an environmental function; the human actions that may have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions. Essential to it is an examination of policies and strategies initiated to use earth's resources in a sustainable way so life on Earth can continue to flourish.

Sustainability is the capacity of the environment to continue to support life. The consideration of sustainability is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the identification, collection, interpretation and analysis of data and information from relevant secondary sources.

UNIT 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation etc.

Students explore and examine two major processes that are changing land cover in many regions of the world:

- deforestation
- melting glaciers and ice sheets.

They analyse these processes, explain their impacts on land cover and discuss responses to land cover change at two different locations in the world – one location for each process. They also evaluate two different global responses to the impacts of land cover change, one global response for each process.

Fieldwork activity in a selected local area supports students to use appropriate fieldwork techniques to understand the scale of change, the reasons for change, the processes involved and its impacts.

UNIT 4: Human Population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and responses made by governments, organisations and individuals to those changes in different parts of the world.

Understanding population dynamics over time and space support students to appreciate present-day world population distribution including population characteristics such as birth rate, death rate, infant mortality rate, fertility rate and life expectancy. An overview of world population growth since the 1700s enables students to predict projected changes in the 21st century. The world's population growth from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history - much currently occurring within developing countries. In contrast the populations in many developed countries are either growing slowly or declining.

Population movements such as voluntary and forced movements over long or short terms add complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government

policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Two significant population trends arising in different countries of the world, a growing population of one and an ageing population of another are researched and thoroughly examined.

Students investigate issues arising from each population trend, the economic, social, political and environmental impacts on people and places, and the challenges that arise in coping with the issues.

They examine and evaluate the effectiveness of policies and strategies at different scales in response to such issues and challenges and make a comparison of strategies undertaken within each selected country.

HISTORY

UNIT 3 and UNIT 4: Revolutions

In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units, students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In developing a course, we do two revolutions, one for Unit 3 and one for Unit 4:

- The French Revolution of 1789.
- The Russian Revolutions of 1917.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Area of Study 1: UNIT 3 and UNIT 4

Causes of revolution

In this area of study, students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in Russia, World War I, in France, the calling of the Estates-General.

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Leninism in Russia. These ideologies were utilised by individuals and movements to justify revolutionary action and change. In the French Revolution, students analyse the degree to which the influence of enlightenment thinking was instrumental in promoting change in the French Society. In Russia, they consider to what extent Marxist ideas challenged autocracy.

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who shape and influence the course of revolution. Individuals including Louis XVI and Emmanuel Joseph Sieyès in France, and Tsar Nicholas II and Lenin in Russia had a significant impact on the course of revolution. Popular movements such as the sans-culottes in Paris showed that collective action could be transformed into revolutionary forces that could contribute to or hinder revolution as they sought to destroy the old order.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The French Revolution from 1774 to 4th August 1789 (Accession of Louis XVI to the throne to The Night of Patriotic Delirium)
- The Russian Revolution from 1896 to 26 October 1917 (Coronation of Tsar Nicholas to the announcement of the Soviet Government)

Area of Study 2: UNIT 3 and UNIT 4

Consequences of revolution

In this area of study, students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

As new orders attempted to consolidate power, post-revolutionary regimes were often challenged by those who opposed change. They may have unleashed civil war and counter-revolutions, making the survival and consolidation of the revolution the principal concern of the revolutionary state. Challenges such as the creation of a new political system in America and the civil war in Russia had a profound consequence on the success of the revolution. The consequences of these challenges sometimes resulted in a compromise of revolutionary ideologies, as the leaders of the new order became more authoritarian and responded with violence and policies of terror and repression, initiating severe policies of social control as pragmatic strategies to stay in power. This was seen in France with the policy of 'terror until peace'.

In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants

and workers in Russia. We also look at influence of individuals, such as Lenin and Trotsky in Russia, or Robespierre in France, and their attempts to create significant changes to the fabric of society, as well as the consequences of these actions. These often resulted in opposition and unforeseen reactions.

Students evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.

The key knowledge for this area of study in Units 3 and 4 covers the following timeframes:

- The French Revolution from 5th August 1789 to 1795 (The August Decrees to the dissolution of the Convention Year III)
- The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score. The final exam will contribute 50% to the study score.

DRAMA

UNIT 3: Devised Ensemble Performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Area of Study 1 – Devising and presenting ensemble performance

In this area of study students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance. The performance style of the resulting work may reflect one of the selected performance styles or it may draw on features from a range of styles and be eclectic in nature.

When creating their ensemble performance, students develop a work that incorporates application of symbol and transformation of character, time and place. The performance style of the work will go beyond a representation of real life as it is lived. Students manipulate conventions, dramatic elements and production areas to create and to communicate meaning. They consider application of role and explore how to establish and manipulate an actor– audience relationship that is appropriate to the performance style of the work.

Outcome 1

On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

Area of Study 2 – Analysing a devised ensemble performance

In this area of study students analyse the ensemble performance devised in Outcome 1. They describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance. They analyse the selection, use and manipulation of conventions (including application of symbol and transformation of character, time and place), dramatic elements, expressive skills, performance skills, play-making techniques, production areas and selected performance styles. Students also use appropriate drama terminology to discuss their own performance work and to analyse the dramatic potential of stimulus material and resources for developing characters for an ensemble performance.

Outcome 2

On completion of this unit the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

Area of Study 3 – Analysing and evaluating a professional drama performance

In this area of study students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist. Students analyse the actors' use of expressive and performance skills to represent character and to communicate meaning in the performance. They consider how the actor–audience relationship is created and manipulated and analyse and evaluate how the conventions, dramatic elements, production areas and performance styles are used in the performance.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate a professional drama performance.

UNIT 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and

transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Area of Study 1 – Demonstrating techniques of solo performance

In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place. Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound or an icon.

Students prepare for the task of devising a short solo performance by exploring, experimenting with and trialling processes they will employ in developing their extended solo performance for Outcome two. They begin by exploring and experimenting with a range of play-making techniques to extract dramatic potential from the stimulus material. They focus themselves for applying symbol and transforming character, time and place. The focus of the performance should be on acting. Students may use production areas such as costume, make-up, objects, props or mask, to assist in application of symbol or transformations. Students develop a short statement that identifies the techniques of this performance. They then present this solo performance in an informal setting such as in a classroom.

The stimulus material the student uses in this area of study must be different from the stimulus material used in completing Outcomes 2 and 3, and should not be selected from the prescribed structures published for the current year in the VCE Drama Solo Performance Examination.

Outcome 1

On completion of this unit the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

Area of Study 2 – Devising a solo performance

In this area of study students create and develop a solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts. During their solo performance, students use conventions including application of symbol and transformation of character, time and place. They may also use other conventions such as asides, caricature, exaggerated movement, heightened use of language, pathos, placards, satire, song, stillness and silence, as appropriate to the requirements of a prescribed structure. The resulting work will go beyond a representation of real life as it is lived. The structure must be selected from the VCE Drama Solo Performance Examination published annually by the VCAA.

Outcome 2

On completion of this unit the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

Area of Study 3 – Analysing and evaluating a devised solo performance

In this area of study students use appropriate drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure. To support their analysis and evaluation, students draw on examples of conventions, including application of symbol and transformation of character, time and place, dramatic elements, expressive skills, performance skills, performance styles, play-making techniques, production areas and use of stimulus material.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

Note: Assessment criteria can be accessed by visiting the VCAA website: vcaa.vic.edu.au

LOTE – GERMAN CURRICULUM

Rationale

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

The study of German provides students ability to understand and use a language that is spoken across Europe. German is the official language of Germany, Austria, Switzerland, Liechtenstein, Belgium, Luxembourg and South Tyrol in Italy It is also one of the official languages of the European Union.

As well as being used within communities across Europe, Latin America and Africa, there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the cultures, traditions, beliefs, attitudes and values of these communities.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with German-speaking communities in Australia and internationally in a variety of endeavours.

Aims

This study enables students to:

- communicate with others in German in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness

- understand and appreciate the cultural contexts in which German is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Communicating and understanding languages and cultures

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



Themes and topics

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with. There is no prescribed vocabulary list for VCE German. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design. Students are expected to recognise and use a set of grammatical items.

Prescribed themes and topics

The individual

Personal identity and lifestyles
Relationships
Aspirations, education and careers

The French-speaking community

Cultural heritage
Historical perspectives
Lifestyles in German-speaking countries and communities

The world around us

Global and contemporary society
Communication and media
The influence of technology and science

LOTE – FRENCH CURRICULUM

Rationale

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

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

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

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

Aims

This study enables students to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Communicating and understanding languages and cultures

Communicating and understanding languages and cultures VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



Themes and topics

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with. There is no prescribed vocabulary list for VCE French. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design. Students are expected to recognise and use a set of grammatical items.

Prescribed themes and topics

The individual

- Personal identity and lifestyles
- Relationships
- Aspirations, education and careers

The French-speaking community

- The francophone world
- Historical perspectives
- French cultural perspectives

The world around us

- Global and contemporary society
- Communication and media
- Technology and science

MUSIC

Students who have successfully completed Units 1 and 2 Music Performance are invited to enrol in either Unit 3 and 4 Music Contemporary Performance or Units 3 and 4 Music Repertoire Performance, depending on their area of specialisation. Both courses will run concurrently within the same class.

Music Inquiry, Unit 3 and 4 is a separate subject that students can choose to do in addition to Music Contemporary Performance or Music Repertoire Performance.

CONTEMPORARY PERFORMANCE

UNIT 3 and UNIT 4:

This study offers pathways for students whose performance practice includes contemporary music performance which can include the use of embellishment and/or improvisation, collaborative and aural practices in learning and often takes recordings as a primary text, and projects a personal voice or sound. Students study the work of other performers and analyse their approaches to interpretation and how their own personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive, and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part

of their preparation, students present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

Units 3 and 4 Contemporary Performance caters to students who have completed Units 1 and 2 Music Performance. These units provide a great opportunity to refine your performance skills in a group, or as a soloist. Central to this subject is an emphasis on developing your musicianship (recognising aurally, notating, and recognising visually) through active listening and aural recognition in the context of developing Music language and Musicianship skills.

Students support their performance skills by developing programs of technical work, which relates to their repertoire, and which includes self-devised exercises. This is an integrated subject in which each area studied supports each musician to perform with confidence, individuality and develop high level performance outcomes.

A good understanding of Unit 1 and 2 Music Performance is assumed for this subject, and students may wish to discuss this with instrumental/voice teachers and classroom teachers before enrolling.

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score and coursework for Unit 4 will contribute 10 per cent to the study score of the of Music Contemporary Performance.

Outcomes	Marks allocated	Assessment task
OUTCOME 1		
Perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer’s Statement of Intent to explain their choice of works for the program.	10	A short written/oral task explaining the choice of the proposed program of works to be performed.
OUTCOME 2		
Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.	20 10	A demonstration of an intended approach to reimagining an existing work. A discussion in which the development of techniques and personal voice are explained and demonstrated.

Outcomes	Marks allocated	Assessment task
OUTCOME 3		
Discuss a performer's interpretation and manipulation of music elements and concepts in works.	20	Response to structured questions relating to previously unheard music.
Identify, recreate and notate music language concepts from examples presented, both in context and in isolation.	20	Identification, recreation (on instrument) and style-appropriate notation of short music examples.
TOTAL MARKS		80

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year aural and written examination, which will contribute 20 per cent to the study score, and by a performance examination, which will contribute 50 per cent to the study score.

REPERTOIRE PERFORMANCE

UNIT 3 and UNIT 4:

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive, and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony, and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination. School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score and coursework for Unit 4 will contribute 10 per cent to the study score of the of Music Repertoire Performance.

Outcomes	Marks allocated	Assessment tasks
OUTCOME 1 Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of	10	A short written/oral task explaining the process used to select a performance program, including

Outcomes	Marks allocated	Assessment tasks
techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.		works intended for performance in Unit 4.
OUTCOME 2 Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.	30	A discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive aspects) are explained and demonstrated.
OUTCOME 3 Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.	20 20	Written responses to structured questions AND A practical demonstration of music language knowledge and skills.
TOTAL MARKS	80	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year aural and written examination, which will contribute 20 per cent to the study score, and a performance examination which will contribute 50 per cent to the study score.

MUSIC INQUIRY

UNIT 3 and UNIT 4:

Music Inquiry is a research project as determined by the student that includes both written and performance outcomes. This study offers pathways for students whose main interest is a combination of performing, composing/arranging, and investigating music through music making, analysing, and responding in relation to their interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding, and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts, and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

Outcomes	Marks allocated	Assessment tasks
Outcome 1	15	Live or video recording of a performance (2–2.5 mins) of a work or excerpt on a chosen instrument.
Perform a short work in the style of a selected work/creator from Area of Study 2 and explain how their performance relates to the selected music style and/or creator.	5	Explanation of influences. (oral/written/multimedia)
Create and/or arrange music and demonstrate the connection to the selected music style and/or creator.	15	Live or video and/or audio recording of a composition and appropriate notation/record of composition/arrangement.
Outcome 2		
Analyse and describe the treatment of music elements, concepts, and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.	5	A description of how one music work/approach has influenced another (oral/written/multimedia)
	5	An Investigation Proposal showing influences between two works to be used as the basis for development in Unit 4. (written/multimedia)

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 3</p> <p>Listen and respond to selected music excerpts from a range of styles and identify, describe, and discuss the musical characteristics of each, and compare similarities and differences.</p>	<p>15</p>	<p>Written responses to three previously unheard excerpts of music in the following format:</p> <ul style="list-style-type: none"> • responses to structured questions.
TOTAL MARKS		60

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 15 per cent to the study score, and the level of achievement for Unit 4 is also assessed by an Externally-assessed Task, which will contribute 50 per cent to the study score.

*"In the free being of the human
The Universe is gathered up.
Then in the free resolve of your heart
Take your own life in hand,
And you will find the World.
The Spirit of the World will find itself in you."*

~ Rudolf Steiner