



MELBOURNE
RUDOLF STEINER
SCHOOL

Melbourne Rudolf Steiner School
Awakening young people to their destiny

Year 12 VCE Course Outlines for Subject Choice 2019

*Our highest endeavour must be to develop
free human beings,
who are able out of their own initiative
to impart purpose and direction
to their lives.*

~ Rudolf Steiner

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Year 12 Subject Choices 2019

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 12 Course for Admission into Tertiary Education

Many tertiary courses have specific prerequisites, sometimes quite surprising ones. You should be aware of those that apply to courses you might be interested in. If you do not have prerequisite subjects you won't be considered for these courses. The prerequisite lists prepared by the tertiary institutions for entry in 2020 are available from VTAC.

To guide you into taking the subjects they consider helpful, the tertiary institutions use several methods.

1. **Definite prerequisites:** Usually one or two specified subjects plus a list from which one must choose a certain number. English is always included.
2. **ATAR (Australian Tertiary Admission Rank)**
3. **Folio and/or Interview**
4. **Selection Kit**

For example:

- a) **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 80.
- b) **ARTS** (i.e. Humanities) e.g. University of Melbourne, Monash
Prerequisites Units 3 & 4 English (Study score 25) ATR 85.
A study score of at least 25 in English.
- c) **ART-ORIENTED COURSES**, will require a FOLIO of your art work 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 "clearly in" 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 "clearly in" ATAR.



Please consider all aspects before choosing 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) – 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, 2 to take Units 3,4?
Art	No, but it helps greatly
Biology	No
Chemistry	Not essential but strongly encouraged
Drama	No, but it helps greatly
Geography	No, but it helps
History	No, but it helps
Literature	No, but it helps
LOTE	Yes
Further Mathematics	See course description
Mathematical Methods	See course description
Specialist Mathematics	Yes
Music Investigation	Yes (units 1 & 2 in Music)
Music Performance	Yes
Physics	Not essential but strongly recommended
Studio Arts	No



Year 12: 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 and may contribute to greater enlightenment and truth in the world, and that these may well be the basis of their not-so-distant-future work 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 both fictional and non-fictional texts 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%).

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: A number of 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 studied in 2018: Truman Capote's *In Cold Blood*, Mary Shelley's *Frankenstein*, Sean Penn's film of *Into the Wild*; and *Tracks*, by Robyn Davidson – the story of her trek across remote Australia. In 2019, the comparative texts are changing, so there will be at least one change to the comparative study.



Year 12: 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.



Year 12: Chemistry

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.



Year 12: 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 three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification,
- melting glaciers and ice sheets.

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



Year 12: Studio Arts

Studio Arts is a vocationally oriented subject intended to give students a taste of what it would be like to be an artist or craftsman or designer or even an architect.

It has a theory component and a practical folio process. In theory Unit 3 encompasses study of pairings of artists working under different cultural contexts, times and places. Unit 4 gives an introduction to museum practice and the kinds of professions involved in galleries and museums.

Students are asked to work on independent folios, focusing on one particular media, in which they explore inspirations and play and experiment to see the many different ways their work can be developed and deepened. From this they make a minimum of two finished works.

The folio will focus on painting, drawing, printmaking, sculpture or photomedia.

UNIT 3

SAT 1 – FOLIO 1

Students will choose a theme or subject to explore all year. This is done in the form of a written 'work brief'. They develop a folio of trials, explorations, influences and potential solutions which may arise from this folio to the brief they have set themselves.

In theory, students study artists from different times and places and compare their practice.

SAC = 5% study score

UNIT 4

SAT 2 – FOLIO 2

Students will make a second folio of finished, exhibitable works which are based on the development folio.

Combined folio = 60% of study score

Theory - students study museum practice, care, conservation, promotion, careers and copyright.

SAC = 5% of study score

SAT 3

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.

Exam = 30% of study score



Year 12: 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 2. 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)



Year 12: History

History: Revolutions UNIT 3 and UNIT 4

In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. 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 Revolution of October 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 October 1789 (Accession of Louis XVI to the throne to The October Days 1789)
- The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)



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 October 1789 to 1795 (The October Days 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.



Year 12: Art

UNIT 3 and UNIT 4

The ART subject has a practical and theoretical aspect, each awarded equal weight in marks, though more time is given to practical work. This subject encourages students to develop personal ideas and a creative visual language through exploration and experimentation in art making. During the year students develop a personal folio on a theme of their choice. There is freedom to explore this theme/idea in a progressive and intuitive way. Students are encouraged to use a range of media which may include:

- drawing
- painting
- printmaking
- photography, film, animation
- mixed media
- sculpture and installation
- design
- illustration

The process of developing their theme is documented in the supporting folio and includes the resolution in a final artwork for both unit 3 and 4. The folio is continued for both units.

Folio 50%

UNIT 3

In the theory class students build critical skills in observation, research, analysis, comparison and referencing. We consider traditional and contemporary practices and use skills in comparative writing to consider the ways artists develop their work, embody personal experience, reflect cultural context and respond to the thinking and art making practices of their times.

Includes a SAC 10%.

UNIT 4

We consider contemporary issues in the visual arts and develop personal points of view and the ability to support them through referencing, a key skill required in further study. Unit 4 includes a SAC worth 10%. The final end of year exam is worth 30%. The practical component of developing a folio utilizes the skills learnt in Unit 1 and 2 (Year 11), allowing students a comprehensive foundation on which to build a folio. The journey involved in the development of a student's own art making is deeply engrossing.



Year 12: VCE Literature

Literature in class 12 is a sophisticated study based exclusively on text. We approach and explore the art of 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 discussions 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. An analysis essay is completed, worth 50% of unit 3.

Creative Responses to texts: students apply what they have learnt about the 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 (50% of unit 3)

UNIT 4

Literary Perspectives: both assessment tasks in unit 4 are direct preparations for the exam. In the first, 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 two different theoretical perspectives to inform their own interpretation of a selected text in essay form. (50% 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 two selected texts and how these contribute to the overall meanings of the texts. Two essays are completed which use close passage analysis and/or close analysis of certain literary features, to create an overall interpretation. (overall, 50% of unit 4)

End of year exam: As stated above, the exam will consist of tasks which synthesise the learning achieved in the whole course, similar to the last 2 S.A.Cs. It is worth the remaining 50% of the year's work.

Texts for 2019: to be advised, but possibly from the following: Shakespeare's *Twelfth Night* and a film adaptation of the play; the short stories of Australian Cate Kennedy (*Dark Roots*), Sylvia Plath's *Ariel* and Jeanette Winterson's *The Passion*.



Year 12: Mathematical Methods

The course includes algebra, functions and their graphs, trigonometric functions, logarithmic laws and graphs, natural logarithms and exponentials, differential calculus, applications of differentiation, integration and its applications, discrete random variables, the binomial distribution, Markov chains, and the normal or Gaussian distribution.

School-assessed coursework will include a combination of application tasks and tests, and analysis tasks.

The students work with quite complex concepts, and as their thinking develops become aware of inner resources that they can draw on in all their studies.

Apart from its intrinsic interest, the course provides a good basis for tertiary studies in fields involving science or technology.



Year 12: Specialist Mathematics

The course includes vectors, circular functions, complex numbers, differentiation and rational functions, techniques of integration, applications of integration, differential equations, kinematics, vector functions, statics, dynamics, momentum, linear combinations of random variables and distribution of sample means, and hypothesis testing for the mean.

School-assessed coursework comprises an application task, a modelling task and a problem-solving task.

This subject is taken in conjunction with Mathematical Methods, and the knowledge and techniques involved in that are taken for granted. Specialist Mathematics adds to these with advanced applications and extensions. The high level of insight required makes this exciting subject quite challenging, but the quest for mastery is also very satisfying, and the successful student is well equipped for tertiary studies, scientific or otherwise, with a high analytical content.



Year 12: Music Performance

Units 3 and 4 are an extension of Music Performance units 1 and 2 and follow a similar study design. 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 (recognizing aurally, notating and recognizing visually) through active listening, and in improving your aural skills. These skills are developed from the point of view of melody, rhythm, harmony and the role that instruments play both in tonal quality and in their relationship to one another.

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 the skilled and artistic musician who performs with confidence and individuality.

A good understanding of unit 1 and 2 musicianship is assumed for this subject, and students may want to discuss this with instrumental/voice teachers and classroom teachers before enrolling.

Scores

Music Performance

Unit 3:

Tech SAC 10 marks
Written/Aural/Practical exam..... 10 marks

Unit 4:

Tech Sac..... 10 marks
End of year written exam..... 20 marks
End of year performance..... 50 marks

TOTAL..... **100 marks**



Year 12: Music Investigation

This is a creative subject is for self-motivated students who are already undertaking Music Performance and who are able to initiate and pursue an individual performance focus for the year. This focus, called their Investigation Topic, is what they pursue in their investigation. Examples of these are *The Dirty Yet Tight Sound in Indie Drumming Music as exemplified by the White Stripes*, *The Development of Bowing in Violin Music* and *Jazz Flute Improvisation in the 1950s and 60s*.

From this Investigation Topic students construct a performance program. This is supported by a written report in which the works are analyzed with the socio-cultural, geographic and economic factors that impact upon the work being researched, and different performances of pieces being scrutinized. Technical work programs are also devised by the students, which support the development of instrumental techniques around the Investigation Topic.

Students elect to either present a piece of improvisation, an arrangement or a composition through the development of folio pieces that culminate in a single work, which has its origins in the Investigation Topic.

A good understanding of unit 1 and 2 musicianship is assumed for this subject, and students may want to discuss this with instrumental/voice teachers and music classroom teachers before enrolling.

Scores

Music Investigation

UNIT 3:

Tech SAC/Folio 12 marks

Report 12 marks

Performance..... 6 marks

UNIT 4:

Composition/Arrangement/Improvisation..... 16 marks

Composition report 4 marks

End of year performance..... 50 marks

TOTAL.....100 marks



Year 12: 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.



LOTE Year 12: German Curriculum

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 study of German develops the 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, economics and technology.

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

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German can, in conjunction with other skills, enhance students' opportunities in a wide range of vocational areas.

This study is designed to enable students to:

- use German to communicate with others;
- understand and appreciate the cultural contexts in which German is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between German and English, and/or other languages;
- apply German to work, further study, training or leisure.



The areas of study for German comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcome for the units.

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 studies, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes and topics

There are three prescribed themes:

- The individual
- The German-speaking communities
- The changing world

These themes have a number of prescribed topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics.

The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

PRESCRIBED THEMES AND TOPICS

The individual

- Personal identity
- School and aspirations
- Leisure and lifestyles



The German-speaking communities

- People and places
- Past and present
- Arts and entertainment

The changing world

- The world of work
- Youth issues
- Tourism

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar a range of vocabulary and idioms relevant to the prescribed topics.



Year 12: French Curriculum

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 study of French develops the 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, economics and technology.

French is extensively used within communities in Europe, North America, Africa, Latin American and the Caribbean. Knowledge of the French language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities.

French-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in French can, in conjunction with other skills, enhance students' opportunities in a wide range of vocational areas.

This study is designed to enable students to:

- use French to communicate with others;
- understand and appreciate the cultural contexts in which French is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between French and English, and/or other languages;
- apply French to work, further study, training or leisure.

The areas of study for French comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcome for the units.



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 studies, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes and topics

There are three prescribed themes:

- The individual
- The French -speaking communities
- The changing world

These themes have a number of prescribed topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics.

The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the students.

PRESCRIBED THEMES AND TOPICS

The individual

- Personal identity
- School and aspirations
- Leisure and lifestyles



The French-speaking communities

- People and places
- Past and present
- Arts and entertainment

The changing world

- The world of work
- Youth issues
- Tourism

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar a range of vocabulary and idioms relevant to the prescribed topics.



*“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 your hand,
And you will find the World.
The Spirit of the World will find itself in you.”*

~ Rudolf Steiner

