



DIGITALLY MANIPULATED DETAIL OF METAPHYSICAL MUSE, OIL ON CANVAS, CARLO CARA 1917

VCE Bulletin Supplement 2

Examination details and assessment criteria for 2002 examinations

The information in this VCE BULLETIN supplement comprises the assessment criteria for all examinations to be conducted by the Victorian Curriculum and Assessment Authority in 2002 with the exception of VCE VET studies with scored assessment.

The sets of assessment criteria are presented in alphabetical sequence by key learning area.

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ART

End-of-year examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 30%

Students will answer a series of questions based on Unit 3 Outcome 2 and Unit 4 Outcome 2. Each Outcome will be weighted approximately equally on the examination paper.

The examination will consist of two sections:

Section A will require short-answer responses.

Section B will require extended responses.

Visual and written stimulus material will be included in Section A. Visual and written stimulus material may be included in Section B.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the formal qualities of art works
2. knowledge of interpretive frameworks in the analysis of art, and their application
3. understanding of ideas, issues and/or arguments expressed in commentaries on art
4. presentation of points of view about the meanings and messages of art works
5. knowledge of artists and/or art works from the selected periods of art
6. knowledge of art terms

DANCE

End-of-year performance examination – Units 3 and 4

Description

Examination time – for each solo dance work should be between 2½ and 5 minutes

Contribution to study score – 50%

Students will perform two solo dance works that they have individually composed in:

- Unit 3 Outcome 3
- Unit 4 Outcome 2

The solo dance work in each outcome will be equally weighted in the performance examination.

Each solo dance work should be based on the key knowledge and skills specified for each of the above outcomes. Only the solo work composed in Unit 3 Outcome 3 and Unit 4 Outcome 2 will be assessed. The learnt group dance work in Outcome 2 in Unit 3 will not be assessed in the performance examination.

Each live performance of each solo work should be presented as a single uninterrupted performance of at least two and a half minutes and a maximum of five minutes in duration. If the performance is interrupted, the student should continue the dance as soon as possible after the interruption.

Students are required to complete a pro forma entitled 'Statement of Expressive Intention', available from the Victorian Curriculum and Assessment Authority which outlines the expressive intention of their composition solo in Unit 4, from beginning to resolution.

The performance of the solo dance work in Unit 3 will focus on dance technique and is designed to assess students' ability to demonstrate physical skills through a range of body actions and the varied use of the elements of movement. The performance of the solo dance work in Unit 4 will focus on dance composition and is designed to assess students' ability to demonstrate solo composition skills through the expressive use of spatial organisation and the composing of a unified composition. A unified dance composition includes a clear beginning, a clear development/s and a clear resolution.

The criteria are used directly for assessment.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Technique solo

The extent to which the performance demonstrates:

1. control of body alignment and coordination of body parts within a range of body actions
2. maintenance of stamina and control of muscular strength within a range of body actions
3. control in the use of balance within a range of body actions
4. control in the use of flexibility within a range of body actions
5. skill in the varied use of time
6. skill in the varied use of space
7. skill in the varied use of energy
8. skill in projection

Composition solo

The extent to which the performance demonstrates:

1. skill in the varied use of direction to communicate the dancemaker's expressive intention
2. skill in the varied use of level to communicate the dancemaker's expressive intention
3. skill in the varied use of focus to communicate the dancemaker's expressive intention
4. skill in the varied use of dimension to communicate the dancemaker's expressive intention
5. skill in the selection of movement vocabulary and expressive arrangement of movement to form a unified composition with a clear beginning
6. skill in the selection of movement vocabulary and expressive arrangement of movement to form a unified composition with a clear development/s
7. skill in the selection of movement vocabulary and expressive arrangement of movement to form a unified composition with a clear resolution
8. use of performance skills in communicating the dancemaker's expressive intention

DANCE

End-of-year written examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 25%

Students will answer a series of questions based on all outcomes in Units 3 and 4. Short and extended responses will be required. All questions will be compulsory.

The examination questions will be based on the key knowledge and skills specified for each of the outcomes examinable and will require an understanding of dance as a medium of expression and specific aspects of practical dance studies. Question/s relating to Unit 3 Outcome 2 will only assess understanding of the processes involved in the learning, performing and interpreting of a learnt group dance. Questions relating to Unit 3 Outcome 3 and Unit 4 Outcome 2 will only assess understanding of the processes involved in the composing, rehearsing and performing of solo dance works.

The weighting of Unit 3 Outcome 1 and Unit 4 Outcome 1 identified for the school-assessed coursework will be approximately reflected in the value of the questions in the examination.

The examination questions relating to Unit 3 Outcomes 2 and 3 and Unit 4 Outcome 2 will not require the performance of dance works. The value of the questions in the examination related to these outcomes will therefore be less than the weighting of the outcomes in the school-assessed coursework.

Dance works studied in Outcome 1 in Unit 3 and Outcome 1 in Unit 4 must be selected from the Prescribed List of Dance Works published annually by the Victorian Curriculum and Assessment Authority in the VCE BULLETIN.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of cultural influences on solo and group dance works choreographed between 1900 and the present day
2. understanding of the expressive use of phrases and sections in solo dance works choreographed between 1900 and 1969 and in own solo dance works
3. understanding of the expressive use of, group structures and spatial organisation in group dance works choreographed between 1970 and the present day and, spatial organisation in own solo dance work
4. understanding of dance-making processes involved in own solo dance works and learnt group dance work

DRAMA

End-of-year performance examination – Unit 4

Description

Examination time – up to seven minutes

Contribution to study score – 35%

The examination requires students to perform a character-based solo performance. The performance will be developed in Unit 4 Outcome 1. Students should develop and perform a solo work using the performance style, theatrical conventions and dramatic elements as prescribed. Students are also assessed on their expressive skills, application of stagecraft and use of focus, space, tension and timing.

Students will select their character/s from a list of prescribed structures which are published annually by the Victorian Curriculum and Assessment Authority. The prescribed structures will be drawn from such sources as literature, art forms, actual people and/or events. Marks will not be awarded for performances that do not use one of the prescribed structures.

The solo performance will be presented as a single uninterrupted performance and last no more than seven minutes. The performance venue is set annually by the Victorian Curriculum and Assessment Authority. Students submit a Statement of Intention (80–100 words) at the beginning of the assessment before commencing their performance.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Using the prescribed structure, the extent to which the performance demonstrates:

- requirements of the prescribed structure
- development of the dramatic potential of the subject matter
- textual coherence and development
- use of the prescribed performance style
- use of the prescribed theatrical conventions
- use of the prescribed dramatic elements
- application of stagecraft
- use of expressive skills
- focus
- use of space
- tension and timing

This assessment advice is used by assessors during assessment of the solo performance examination.

Using the prescribed structure, the extent to which the performance demonstrates:

1. Requirements of the prescribed structure
The prescribed structure comprises character, stimulus, performance focus, performance style, theatrical conventions and dramatic elements.
2. Development of the dramatic potential of the subject matter
The subject matter comprises the stimulus and performance focus as defined in each prescribed structure. Skill in making imaginative choices when using the subject matter to create and shape the text.

3. Textual coherence and development
Skill in developing a text which shows evidence of research and editing in order to create a coherent response to the prescribed structure.
4. Use of the prescribed performance style
Understanding of the prescribed performance style and ability to apply it consistently throughout the performance.
5. Use of the prescribed theatrical conventions
Understanding of the theatrical conventions and ability to apply them consistently throughout the performance.
6. Use of the prescribed dramatic elements
Understanding of the prescribed dramatic elements and ability to apply them during the performance. The prescribed dramatic elements will be selected from the following: climax, conflict, contrast, mood, rhythm, sound, symbol.
7. Application of stagecraft
Use of stagecraft to add meaning to the performance. Its use is consistent with the prescribed performance style and theatrical conventions.
8. Use of expressive skills
Use of voice, body movement and gesture to create character/s within the context of the prescribed performance style and theatrical conventions.
9. Focus
Skill in portraying a believable character/s through concentration and engagement. Memorisation of text (including words, moves and gestures). Ability to make clear to the audience the presence of other (imagined) characters in the space. Awareness of audience throughout the performance.
10. Use of space
Use of space to convey where the action is taking place, including any changes in location that occur during the performance.
11. Tension and timing
Development of dramatic tension through the use of dramatic timing, including the pacing of the performance to demonstrate appropriate dramatic timing. The prescribed theatrical conventions and dramatic elements will influence the timing and tension of the piece. For example, comedy and pathos require different timing; if climax is prescribed the performance will need to build to this point.

DRAMA

End-of-year written examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 25%

Students will answer a series of questions based on Unit 3 Outcomes 2 and 3 and Unit 4 Outcome 2. Each outcome will be weighted approximately equally on the examination paper.

The examination will consist of two sections.

Section A will consist of question/s relating to Unit 3 Outcomes 2 and 3.

Section B will consist of question/s relating to Unit 4 Outcome 2.

Students will answer a series of questions requiring short and extended responses. Visual and written stimulus material may be included in both Sections A and B.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of ways in which non-naturalistic performance techniques are used in performances
2. understanding of how subject matter is developed for performance
3. understanding of how dramatic and stagecraft elements are used in performance
4. understanding of ways in which characters are realised and communicated in performance
5. understanding of the processes involved in the development of solo and ensemble work

MEDIA

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Students will answer a series of questions based on Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 2 and 3. The examination will consist of four sections:

Section A: Narrative

Section B: Media production design

Section C: Social values

Section D: Media influence.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable. Each outcome will be weighted approximately equally on the examination paper. The examination questions related to Unit 3 Outcome 2 will not require students to use technical equipment.

The examination will require students to respond to short-answer questions and, for one section, to write an extended response. The section that requires an extended response will be drawn from sections A, C or D and will vary from year to year. Only short-answer question/s will be set in Section B.

Some questions in each of the four sections may include material such as stills, posters, script extracts, diagrams, newspaper extracts and illustrations.

In their response to the question/s on narrative organisation in fictional media texts students should refer to one or more texts studied (depending on the requirements of the question). For the purposes of the examination, a fictional narrative film is a one-hour feature film, a fictional narrative in television or radio is an episode or complete story at least 24 minutes in duration. In the case of radio, a continuous narrative made of shorter instalments, providing it is of the specified length, will fit the definition. Student films, documentaries, advertisements, cartoons, video clips and news and current affairs programs are excluded.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of narrative organisation in fictional media narrative/s
2. understanding of the processes and effects of production design
3. understanding of the relationship between social values and a media text
4. understanding of the nature and extent of media influence

MUSIC PERFORMANCE: GROUP

End-of-year performance examination – Units 3 and 4

Description

Examination time – 25–40 minutes, depending on the number of assessed performers in a group (Further details are provided on page 38 of the Study Design).

Contribution to study score – 50%

Students will present a program of works in a live performance in a music group. Each group is required to perform works in a range of styles accurately and artistically.

The students will be assessed in relation to Outcome 1 of Units 3 and 4 as specified in the study design. The program for group performance should contain works prepared in Unit 3 and Unit 4. Two works should be from the Prescribed list of arrangements for Group Performance for 2002 end-of-year Group performance examination (or approved Victorian Curriculum and Assessment Authority alternative works).

Students will demonstrate specialist performing skills in a prepared program. The program will be from arrangements/orchestrations which show the work of the student clearly, and will include contrasting works and a range of musical styles and/or characters, including twentieth-century music. Students must use two prescribed works (or approved Victorian Curriculum and Assessment Authority alternative works) in their Group performance examination. If the program does not include two prescribed or approved works students will not be able to achieve full marks on Criterion 1. Where only one prescribed or approved work is performed, students will be marked on Criterion 1 but will not be able to achieve full marks on that criterion. If the program does not include any prescribed or approved works a further penalty will be applied across the assessment criteria for the examination. If the program includes only one prescribed or approved work a lesser penalty will be applied across the assessment criteria. If both of the prescribed works are not performed according to the requirements outlined on page 38 of the Study Design under 'Program selection' a penalty will be applied across the assessment criteria in relation to those works but not to the remainder of the program. If one of the prescribed works is not performed according to the requirements outlined on page 38 of the Study Design under 'Program selection' a lesser penalty will be applied across the assessment criteria in relation to that works but not to the remainder of the program.

The criteria are used directly for assessment of the program performed.

Examination criteria

The examination will address all of the criteria. All students will be assessed against each criterion.

The extent to which the performance in the group demonstrates:

1. compliance with the requirements of the task
2. skill in using performance techniques accurately
3. skill in using performance techniques with control
4. skill in using a range of performing techniques
5. skill in producing a range of tonal qualities
6. skill in articulating and phrasing
7. understanding of a range of styles through historical and/or conventional interpretation
8. skill in performing with musicality through creativity and individuality
9. skill in placing the instrument (or voice) appropriately within the group
10. skill in performing as a member of the group
11. skill in the presentation of a program of music from a range of styles

This assessment advice is used by assessors during assessment of the group performance examination.

The extent to which the performance in the group demonstrates:

1. compliance with the requirements of the task
The requirements of the program are stipulated in the Study Design. The program must contain at least two works selected from the Prescribed list and be performed in accordance with the guidelines as outlined in the study design.
2. skill in using performance techniques accurately
Precision in timing, rhythm, and the ability to play in time with the other members of the group; and, as appropriate to the instrument (or voice), precision of intonation, accuracy of words sung, clarity of diction, precision of bowing techniques
3. skill in using performance techniques with control
Dexterity, fluency and flexibility of the student's performing technique on their instrument/s. The level of technical control in performing the changes in the music, for example rubato, dynamics, rhythmic patterns
4. skill in using a range of performing techniques
Skill in realising the potential expressiveness and versatility of instrument/s throughout the program.
5. skill in producing a range of tonal qualities
Ability to produce expressive tone and a variety of tones as appropriate to the instrument and styles represented in the program.
6. skill in articulating and phrasing
Ability to use articulations such as accent, staccato, legato and techniques specific to their instrument/s, ornaments and embellishments as appropriate to the selected styles, and clarity of phrasing throughout the program
7. understanding of a range of styles through historical and/or conventional interpretation
Quality of performance in the use of a variety of stylistic conventions relating to each of the works selected for performance, through the artistic choice of techniques to shape sound. Historical interpretation involves consideration of interpretation that is a result of the study of the overall style of music, the style of the composer and details of the construction of the work. Conventional interpretation involves interpretation that is currently used by performers.
8. skill in performing with musicality through creativity and individuality
Ability to communicate a personal interpretation of the musical selections, and/or perform music that contains improvisation, as appropriate the style/s of music performed
9. skill in placing the instrument (or voice) appropriately within the group
Ability to balance the sound of the student's instrument and their musical parts within the group according to the varying nature of their instrument/s and the requirements of each work.
10. skill in performing as a member of the group
Ability to interact with the other group members to contribute to the success of the group's performance
11. skill in the presentation of the program of music from a range of styles
Ability to communicate the musical program through the use of non-musical elements of the performance, such as the structure and continuity of the program, stage management, visual appearance, performance etiquette, manner and/or movement, as appropriate to the styles of music performed.

MUSIC PERFORMANCE: GROUP

End-of-year aural and written examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 25%

Students will answer a series of questions based on Unit 3 Outcomes 2 and 3 and Unit 4 Outcomes 2 and 3. Each outcome will be weighted approximately equally on the examination paper.

The examination will consist of three sections:

Section A will require students to listen to a CD of excerpts of music and respond with recognition, transcription and/or written observation to questions about the excerpts. Section A will examine Unit 3 Outcome 3 and Unit 4 Outcome 3.

Section B will require short and/or extended responses and will examine Unit 3 Outcome 2.

Section C will require short and/or extended responses and will examine Unit 4 Outcome 2.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable. However, the examination questions related to Unit 3 Outcome 2 will not require students to harmonise or improvise in the examination.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. aural recognition of music played
2. knowledge of concepts and processes used to harmonise a given melodic excerpt or to prepare and perform an improvisation
3. knowledge of characteristics and features of music in ensemble contexts
4. understanding of characteristics of a pre-recorded work
5. skill in transcribing music in ensemble contexts
6. knowledge of music styles selected for performance
7. understanding of techniques and strategies used to prepare and present performances in ensemble contexts
8. understanding and use of appropriate music vocabulary

MUSIC PERFORMANCE: SOLO

End-of-year performance examination – Units 3 and 4

Description

Examination time – 25 minutes

Contribution to study score – 50%

Students are required to present a program of works accurately and artistically on an instrument of their choice. The program for the instrument of their choice will be a live performance. They will be assessed in relation to Unit 3 Outcome 1 and Unit 4 Outcome 1.

The instrument and works should be selected from the Prescribed list of notated solo works (accredited 1998–2002) and published by the Victorian Curriculum and Assessment Authority. The program for the end-of-year Music Performance: Solo examination should be based on works prepared in Units 3 and 4.

The program will include at least four works (five for percussion and six for singers) selected from the Prescribed list of notated solo works. Students must use prescribed works (or approved Victorian Curriculum and Assessment Authority alternative works) in their solo performance examination. If the program does not include any prescribed or approved works, students will be marked zero on each of the assessment criteria. Where the program does not meet the requirements of the task, a penalty will be applied across the assessment criteria for the examination. At least two of the works will be works with piano accompaniment (except synthesiser, fretted string instruments, some folk and traditional instruments, non-pitched percussion and keyboard instruments other than keyboard percussion). Where works are performed in the examination that are not prescribed or approved they will not be considered in the assessment of the examination.

The examination criteria are used directly for assessment of the program performed.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

The extent to which the solo performance of the prescribed program demonstrates:

1. compliance with the requirements of the task
2. accuracy in performance of the program of works as notated
3. characteristic tone and artistic variation of tone
4. fluency, in performance of a range of performance techniques, and in performance of the program of notated works
5. control in performance using contrast, as appropriate to the styles, of expressive elements
6. differentiation of the parts of the structures and characteristics of the works in the program
7. differentiation of the main musical idea and accompaniment
8. skill in historical interpretation of a range of styles
9. skill in contemporary conventions in interpretation in performance
10. skill in personal interpretation
11. presentation techniques appropriate to the style/s represented in the work/s and conventions of performance

This assessment advice is used by assessors during assessment of the solo performance examination.

The extent to which the performance of the prescribed program demonstrates:

1. compliance with the requirements of the task
The requirements of the program stipulated in the Study Design and the Prescribed list of solo notated works 1998–2002 (specific requirements for each instrument [including voice] are stipulated in each list but the general requirements of each list have been superseded by the revised study design and the details that follow). The program must contain at least four works (five for percussion, six for singers) selected from the prescribed list to be performed in the 25 minutes allowed for the examination. At least two of the works are to be examples of twentieth-century music, at least one to be unaccompanied and at least two to be with piano accompaniment as appropriate to the instrument. The work cited in the prescribed list must be performed in its entirety. Singers must perform all songs from memory. Some lists require at least one work to be performed from a particular category.
2. accuracy in performance of the program of works as notated
Accuracy in performance of the rhythm, pitch, articulation, timing and phrasing as notated in each of the notated works in the program. As appropriate to the instrument, this includes string bowing, clarity of diction and co-ordination of fingers and hands.
3. characteristic tone and artistic variation of tone
Performance of the works in the program demonstrates a range of tone that reflects the range of works in the prescribed list. Performance of these works demonstrates projection of tone, use of tone that is reflective of best practice on the instrument, clarity of tone, use of contrasting tones appropriate to different feelings and styles and use of a variety of expressiveness in tone.
4. fluency, in performance of a range of performance techniques, and in performance of the program of notated works
Performance of the works in the selected program should demonstrate a range of performance techniques that reflects the range of works in the prescribed list. This includes fluency in performance of the range of performance techniques and fluency in the structure and continuity of the program as a whole.
5. control in performance using contrast, as appropriate to the styles, of expressive elements
The degree of contrast realised by the performer, and the control used to execute a wide degree and range of contrast. As appropriate to the instrument, this includes accent, crescendo, diminuendo, staccato, use of silence, legato, tenuto, rubato, ritardando, accelerando, maintaining a strict tempo, and pitch bending
6. differentiation of the parts of the structures and characteristics of the works in the program
Performance of the works in the program demonstrates the range of structures represented in the prescribed list. Performance of these works differentiates each part of the structure of each work through the use of artistic variation of tone, fluency, contrast and artistic performance techniques. This may include making the main musical idea more expressive through slightly changing the dynamic level, tempo, forward motion and/or intensity of tone; phrasing consistently in a section, creating maximum interest when performing the main musical ideas and giving less emphasis to musical ideas of lesser importance in the work.
7. differentiation of the main musical idea and accompaniment
Performance of the works in the program, accompanied or unaccompanied demonstrates a range of ways of presenting the main musical idea and accompaniment as represented in the range of works in the prescribed list. In an accompanied performance the soloist showing co-operation and empathy with the accompanist or associate artist and demonstrating a consistent interpretation of the work between the two performers. The soloist presents the main musical idea or the accompaniment to the main musical idea as presented by the accompanist or associate artist. When performing unaccompanied the performer demonstrates a consistent interpretation of the work in the role of presenter of the main musical ideas and also in accompanying the main musical ideas.

8. skill in historical interpretation of a range of styles
Skill in historical interpretation of a range of styles, eras and/or geographical locations represented in the prescribed list. Through the use of artistic variation of tone, fluency, contrast and artistic performance techniques, skill in demonstrating historical interpretation of a representative range of works in the prescribed list. These skills in historical interpretation include different past performance practice compared with that of today, such as difference between original instruments and today's instruments, knowledge of ways the work was originally thought to be performed, individual composer's style, influences that shape the creation of the work and the original artist's style of performing as relevant to selected works.
9. skill in contemporary conventions in interpretation in performance
Through the use of artistic variation of tone, fluency, contrast and artistic performance techniques, skill in demonstrating contemporary conventions in interpretation of a representative range of works in the prescribed list. These skills include modification of historical performance practice for modern instruments, new associations of the work inspired by different images and contexts, or an individual artist's style of performing as relevant to selected works.
10. skill in personal interpretation
These skills in personal interpretation include a range of personal expression in performance within the constraints of the style and character of the work established by the composer or original creator and the student's own style of performing. This may include the realisation of a new interpretation.
11. presentation techniques appropriate to the style/s represented in the work/s and conventions of performance
Includes presentation techniques for adjusting to performance conditions, structure and continuity of the program as a whole as appropriate to the instrument and the styles represented in the program. Conventions of performance for non-contemporary popular styles include demonstrating poise and focus throughout the performance and the appropriate performance etiquette. Conventions of performance for contemporary popular styles includes incorporating presentation elements into the performance throughout the program.

MUSIC PERFORMANCE: SOLO

End-of-year aural and written examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 25%

Students will answer a series of questions based on Unit 3 Outcomes 3 and 4 and Units 4 Outcomes 3 and 4. The marks for each outcome will be allocated in approximately the following way:

Unit 3 Outcome 3 and Unit 4 Outcome 3 will be weighted equally on the examination paper. Unit 3 Outcome 4 and Unit 4 Outcome 4 will be weighted approximately equally on the examination paper.

	Outcome	Marks allocated (%)
Section A	Unit 3 – Outcome 3	55–60
	Unit 4 – Outcome 3	
Section B	Unit 3 – Outcome 4	40–45
	Unit 4 – Outcome 4	

The examination will consist of two sections:

Section A will require students to listen to a CD of excerpts of music and respond with recognition, transcription and/or written observation to questions about the excerpts.

Section B will require short and/or extended responses.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. aural recognition of music played
2. knowledge of characteristics of music
3. skill in notating music
4. skill in transcribing music
5. knowledge of characteristics of selected music works
6. understanding of performance style considerations within a selected music work
7. skill in presentation of critical responses to a selected music work
8. understanding and use of appropriate music vocabulary

MUSIC STYLES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Students will answer a series of questions based on Unit 3 Outcomes 1, 2 and 3 and Unit 4 Outcomes 1 and 2.

The examination will consist of three sections.

Section A will require short or paragraph responses. This section will be based on a series of excerpts of music presented on a CD.

Section B will require short, structured and/or paragraph responses.

Section C will require an extended response.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable. However, the examination questions related to Unit 3 Outcome 1 will not require students to compose and/or arrange music in an identified style and/or tradition.

Unit 3 Outcomes 2 and 3 and Unit 4 Outcome 1 will be weighted approximately equally on the examination paper. The weighting of Unit 4 Outcome 2 will be higher than the weighting of each of the other outcomes assessed. This is consistent with the weighting of the outcomes in school-assessed coursework. The weighting of Unit 3 Outcome 1 will be less than the weighting of each of the other outcomes assessed.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the treatment of the elements of music and compositional devices in selected music styles
2. knowledge of ways in which selected works are representative of selected styles
3. understanding of the effect of contextual influences on selected music styles
4. skill in aural analysis of excerpts of music
5. formation and presentation of critical response to excerpts of music
6. understanding of appropriate music vocabulary

STUDIO ARTS

End-of-year examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 34%

Students will answer a series of questions based on Outcome 2 in Unit 3 and Outcome 2 in Unit 4. The marks for each outcome will be allocated in approximately the following way:

Outcome	Marks allocated (%)
Unit 3 – Outcome 2	40–60
Unit 4 – Outcome 2	40–60

The examination will consist of two sections.

Section A will require short-answer responses.

Section B will require extended responses. Questions may focus on Unit 3 or Unit 4.

Visual stimulus material will be included in Section A. Written stimulus material may be included in Section A and Section B.

The examination questions will be based on the key knowledge and skills specified for each of the outcomes examinable and will require an understanding of:

1. methods used by artists to develop distinctive styles and approaches to subject matter including
 - ways in which artists interpret artistic influences, cultural contexts and ideas
 - impact of new and emerging media technologies on arts practice on selected arts form/s
2. the effect of materials, techniques and work environments on artistic practices including
 - the effect of changing materials and techniques on artistic practices
 - the effect of traditional and contemporary work environments on artistic practices
3. the roles and methods involved in the displaying of art works to an audience including
 - roles of public galleries, commercial galleries and other art spaces
 - the approaches, methods and roles related to curatorship, exhibition design and conservation in the preservation and presentation of art works
4. contemporary art industry issues including
 - issues relating to the promotion and marketing, public perception and industry recognition of art
 - ethical considerations and regulations that affect the use made of the work of other artists in the making of new art work.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of methods used by artists to develop distinctive styles and approaches to subject matter
2. understanding of effect of materials, techniques and work environments on artistic practices
3. understanding of roles and methods involved in the displaying of artworks to an audience
4. understanding of contemporary art industry issues

THEATRE STUDIES

End-of-year performance examination – Unit 4

Description

Examination time – a monologue lasting up to seven minutes

Contribution to study score – 25%

Students will perform a monologue from a scene from a play from the prescribed list published by the Victorian Curriculum and Assessment Authority. The monologue will draw on knowledge and skills from Unit 4 Outcome 1.

Students must use a prescribed monologue or their performance will be marked zero on each assessment criterion.

Students will present the assessors with a written statement of intention of no more than 100 words. The statement should contain an elaboration of directional choices made by the student which affect the interpretation of their chosen monologue. A standard pro forma will be published annually in the VCE BULLETIN with the list of monologues. The performance venue is set annually by the Victorian Curriculum and Assessment Authority.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

The extent to which the performance demonstrates:

1. skill in presenting an appropriate context
2. skill in realising an interpretation
3. skill in applying appropriate style/s and conventions
4. skill in creating intended meaning
5. skill in working within monologue conventions

THEATRE STUDIES

End-of-year written examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 30%

Approved materials and equipment – lead and coloured pencils, water-based pens and markers, protractors, compass, set squares and aids for curve-sketching.

Students will answer a series of questions based on Unit 3 Outcomes 1, 2 and 3 and Unit 4 Outcomes 2 and 3 key knowledge and skills. The weighting of Unit 3 Outcomes 2 and 3 and Unit 4 Outcomes identified for the school-assessed coursework will be approximately reflected in the value of the questions in the examination.

The examination question/s relating to Unit 3 Outcome 1 will not require the application of stagecraft. The value of the question/s in the examination related to Unit 3 Outcome 1 will therefore be less than the weighting of the outcome in the school-assessed coursework.

The examination will consist of two sections.

Section A will consist of question/s relating to Unit 3 Outcomes 1 and 2 and Unit 4 Outcome 2.

Section B will consist of questions relating to Unit 3 Outcome 3 and Unit 4 Outcome 3. Section B questions will relate to the productions published in the Victorian Curriculum and Assessment Authority Theatre Studies playlists.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the use of stagecraft to enhance intended meaning of a play/s or excerpts from play/s
2. understanding of the context of a play/s or excerpts from play/s
3. understanding of the production processes used in the interpretation and realisation of play/s
4. understanding of ways in which characters are realised in performance
5. understanding of production values evident in performance

VISUAL COMMUNICATION AND DESIGN

End-of-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 34%

Approved materials and equipment – Lead and coloured pencils, water-based pens and markers, rulers, set squares, a protractor and a compass.

Students will answer a series of questions based on Unit 3 Outcomes 1, 2 and 3.

The examination questions will be based on key knowledge and skills specified for each of the outcomes examinable. However, the examination questions related to Unit 3 Outcome 1 will not require students to use electronic production systems.

The weighting of each Unit 3 outcome identified for school-assessed coursework will be approximately reflected in the value of the questions in the examination. That is Outcomes 2 and 3 in Unit 3 will be approximately of equal weighting and Outcome 1 will be more heavily weighted.

For examination purposes students should use the third angle orthogonal projection system (see Australian Standards Association publication, Technical Drawing for students SAA/SNZ HBI: 1994, Standards Australia, Homebush NSW.)

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. skill in drawing and rendering
2. knowledge of drawing production systems to develop visual communication solutions to set tasks
3. knowledge and skill in the use of design elements and design principles to give form and expression to concepts and ideas
4. understanding of approaches used in analysing and evaluating examples of visual communications
5. understanding the production of visual communications as applied in professional practice

ENGLISH

End-of-year examination – Units 3 and 4

Description

Examination time – 3 hours

Contribution to study score – 50%

Approved materials and equipment – An English and/or English-LOTE printed dictionary. The dictionary must not contain any highlighting or annotation. Electronic dictionaries are not permitted.

The examination in English has two sections. The first section, Text response, has two parts and is worth two-thirds of the total assessment. The second section, Writing task, is worth one-third of the total assessment. Both sections require students to demonstrate their ability to read with understanding, to develop sustained, well-structured pieces of writing and to use language to communicate expressively and effectively. These elements are reflected in the assessment criteria for each section.

The Text response section requires students to complete one text response from Part 1 and one text response from Part 2. Students are not permitted to write on the same text in Part 1 and Part 2. Part 1 requires students to develop a sustained interpretive point of view about a text, supported by detailed analysis and reference to the text. Part 2 requires a developed and sustained discussion that analyses the underlying social or cultural values embodied in a text. Both parts of Section 1 relate directly to area of study 1: Reading and the study of texts.

The Writing task section has two parts: students are required to complete two pieces of writing in response to unseen material. Part 1 is an analysis of the uses of language in one or more pieces of the unseen material and Part 2 is the presentation of a point of view, with a specific audience and purpose in mind, drawing on the unseen material. Both parts of Section 2 relate directly to area of study 1: Reading and the study of texts, and area of study 2: The craft of writing.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response (Parts 1 and 2)

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 1)

4. awareness of how speakers and writers use language to present their point of view
5. control of expressive and effective language appropriate to the task

Section 2 – Writing task (Part 2)

6. ability to present a point of view which shows awareness of purpose, audience and form in shaping the piece of writing
7. knowledge and understanding of the material presented
8. control of expressive and effective language appropriate to the task

Assessors mark holistically on the criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range which have been written to reflect the level of achievement on each of the criteria to be expected at a particular mark or mark range. These descriptions are only a general guide: they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Expected Qualities for the Mark Range – EXAMINATION: Section 1: Text response Part 1

The extent to which the response:

- 9–10 Demonstrates a close and perceptive reading of the text, exploring its complexity. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a cogent, controlled and well-substantiated response, using precise and expressive language.
- 8 Demonstrates a close reading of the text, reflecting its complexity. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a detailed, substantiated and coherent response, using language fluently and confidently.
- 7 Demonstrates a strong, detailed knowledge of the text. Understands the topic clearly, and develops an appropriate, substantiated response to it in a coherent piece of writing using language accurately and appropriately.
- 6 Demonstrates a clear and detailed knowledge of the text. Selects aspects of the text appropriate to developing a response to the topic and presents an organised piece of writing, using language accurately and appropriately.
- 5 Demonstrates detailed knowledge of the text. Refers to appropriate elements of the text in presenting a response which generally shows understanding of the topic in an ordered piece of writing that communicates clearly.
- 4 Demonstrates a clear familiarity with the text. Presents a response which shows some understanding of the topic and uses some elements of the text to support it in a piece of writing which shows adequate expression and language control.
- 3 Demonstrates a basic familiarity with the text. Presents a response which shows a limited understanding of the topic and uses some elements from the text in a piece of writing which shows basic expression and language control.
- 1–2 Demonstrates a very limited familiarity with the text. Presents a response which shows a very limited understanding of the topic in a piece of writing which shows some expression and language control.
- 0 Shows no knowledge of the text and/or no attempt to answer on the topic, and/or only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 1: Text response Part 2

The extent to which the response:

- 9–10 Demonstrates an insightful grasp of the wider reference of the topic and is able to closely and perceptively explore its complexity from the basis of the text. Shows an ability to think conceptually. Understands the implications of the topic and uses an appropriate strategy for dealing with it. Develops a cogent, controlled and well-substantiated response, using precise and expressive language.
- 8 Demonstrates a strong grasp of the wider reference of the topic and is able to closely and accurately examine its complexity in the light of the text. Sees the implications of the topic and uses an appropriate strategy for dealing with it. Develops a detailed, supported and organised response, using language fluently and confidently.
- 7 Demonstrates a clear understanding of the wider reference of the topic and is able to accurately examine its relevance in the light of the text. Understands the topic clearly, and develops an appropriate, substantiated response to it in a coherent piece of writing using language accurately and appropriately.
- 6 Demonstrates understanding of the wider reference of the topic and is able to examine its relevance in the light of the text. Selects aspects of the text appropriate to developing a response to the topic and presents a fairly organised piece of writing, using language accurately and appropriately.
- 5 Demonstrates some knowledge of the wider reference of the topic and is able to examine its relevance in the light of the text. Selects some aspects of the text appropriate to developing a text. Refers to appropriate elements of the text in presenting a response which generally shows understanding of the topic: may, however, focus somewhat disproportionately on issue *or* text. Presents a mostly ordered piece of writing that communicates adequately.

- 4 Demonstrates some familiarity with the wider reference of the topic and is able to refer to some aspects of the text. Presents a response which shows some understanding of the topic and uses some elements of the text to support it: may, however, focus disproportionately on issue or text. Presents a piece of writing which shows adequate expression and language control.
- 3 Demonstrates a limited awareness of the reference of the topic. Presents a response which shows some connection with the topic and may use elements of the text in a piece of writing, however disproportionate. The answer shows some expression and language control.
- 1–2 Demonstrates a very limited understanding or control of the topic and/or text in a piece of writing which shows a little expression and language control.
- 0 Shows no knowledge of the text and/or no attempt to answer on the topic, and/or only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 2: Writing task Part 1

The extent to which the response:

- 9–10 Shows very detailed knowledge and perceptive understanding of the range of ways in which language is used in view of context and audience. Develops a cogent, controlled and well-substantiated analysis using precise and effective language and expression.
- 8 Shows detailed knowledge and clear understanding of how language is used with reference to its context and audience. Develops a detailed, substantiated and coherent analysis using language and expression fluently and confidently.
- 7 Shows detailed knowledge and understanding of how language is used with reference to its context and audience. Achieves a planned and supported response using accurate language and clear expression.
- 6 Shows some knowledge and understanding of how language is used. Shows awareness of context and audience. Achieves a planned and supported response generally using accurate language and expression.
- 5 Shows some knowledge and understanding of how language is used. Shows awareness of context and audience. Attempts a planned and supported piece of writing using adequate language and expression.
- 4 Shows limited knowledge and understanding of how language is used. Demonstrates some awareness of context and audience. Attempts a piece of writing which is fairly clear, offers some support for its points and is basic in its language and expression.
- 3 Shows fragmentary knowledge of how language is used. Demonstrates basic expression and language control.
- 1–2 Shows a very limited awareness of the language used. Demonstrates some expression and language control.
- 0 Shows no awareness of the language used. Demonstrates only minimal control of the language.

Expected Qualities for the Mark Range – EXAMINATION: Section 2: Writing task Part 2

The extent to which the response:

- 9–10 Shows detailed knowledge and perceptive understanding of the material presented, and an ability to draw on it purposefully and appropriately. Demonstrates coherent development and controlled, precise expression of ideas. Achieves an assured, cohesively structured piece of writing in the form required, making fluent and effective use of language appropriate to the purpose and audience specified in the task.
- 8 Shows detailed knowledge and clear understanding of the material presented and an ability to draw on it purposefully and appropriately. Demonstrates coherent development and controlled expression of ideas. Achieves a cohesively structured, effective piece of writing in the form required, fluently using language appropriate to the purpose and audience specified in the task.
- 7 Shows detailed knowledge and understanding of the material presented and an ability to select appropriately from it. Demonstrates a coherent development of ideas. Achieves a cohesive, accurately expressed piece of writing in the form required, using language appropriate to the purpose and audience specified in the task.
- 6 Shows knowledge and understanding of the material presented and some ability to select appropriately from it. Demonstrates a coherent ordering of ideas. Achieves a clearly structured, accurately expressed piece of writing in the form required, generally using language appropriate to the purpose and audience specified in the task.

- 5 Shows knowledge and understanding of the material presented, and some ability to select appropriately from it. Achieves a clearly expressed, ordered piece of writing showing awareness of the form required, generally using language appropriate to the purpose and audience specified in the task.
- 4 Shows some knowledge and understanding of the material presented. Demonstrates an awareness of the form required. Demonstrates adequate expression and language control, with a basic attempt to use language appropriate to the purpose and audience specified in the task.
- 3 Shows a basic knowledge and understanding of the material presented. Demonstrates some awareness of the form required. Demonstrates basic expression and language control, with some attempt to use language appropriate to the purpose and audience specified in the task.
- 1–2 Shows a very limited knowledge and understanding of the material presented. Demonstrates a very basic awareness of the form required. Demonstrates some expression and language control, with a very limited attempt to use language appropriate to the purpose and audience specified in the task.
- 0 Shows no understanding of the material presented, and/or no attempt to answer on the topic, and/or only minimal control of language.

ENGLISH (ESL)

End-of-year examination – Units 3 and 4

Description

Examination time – 3 hours

Contribution to study score – 50%

Approved materials and equipment – An English and/or English-LOTE printed dictionary. The dictionary must not contain any highlighting or annotation. Electronic dictionaries are not permitted.

The examination in English (ESL) has two sections. Section 1, Text response, is worth half of the total assessment and Section 2, Writing task, is also worth half. These sections require students to demonstrate their ability to read with understanding, to develop sustained, well-structured pieces of writing and to use language to communicate expressively and effectively. These elements are reflected in the assessment criteria for each section.

The Text response section requires students to complete one piece of expository or analytical writing on **one** text. This section relates directly to area of study 2: Reading and the study of texts.

The Writing task section has three parts: students are required to complete three tasks in response to unseen material. Part 1 is a note-form summary of a section of the unseen material. Part 2 is an analysis of the language used in a piece of the unseen material and the Part 3 is a written response, with a specific audience and purpose in mind, in response to the unseen material.

This section draws on area of study 1: Reading and the study of texts, and area of study 2: The craft of writing.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section 1 – Text response

1. detailed knowledge and understanding of the set text chosen, demonstrated appropriately in response to the task
2. development in the writing of a coherent and effective structure in response to the task
3. control of expressive and effective language appropriate to the task

Section 2 – Writing task

Part 1 Clarity and accuracy in note taking

4. understanding of the demands of the task
5. knowledge and control of the material presented
6. control of the mechanics of the English language to sustain meaningful note-form

Part 2 Understanding of language use in argument and presentation of an issue

7. understanding of the demands of the task
8. knowledge and control of the material presented
9. control of the mechanics of the English language to support meaning

Part 3 Ability to present a point of view on the issue

10. understanding of the demands of the task
11. knowledge and control of the material presented
12. the effectiveness and appropriateness of the writing in response to the specific task
13. control of the mechanics of the English language to support meaning

Assessors mark holistically on the criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range, which have been written to reflect the level of achievement on each of the criterion to be expected at a particular mark or mark range. These descriptions are only a general guideline; they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Expected Qualities for the Mark Range for the Written Examination: Section 1: Text response

The extent to which the response:

- | | |
|------|---|
| 9–10 | Communicates a thorough knowledge of the text and shows thoughtful consideration of the ideas presented. Displays ability to use knowledge selectively in a well-structured and relevant response to the task. Presents an effective piece of writing which is organised, fluent and sustained. Demonstrates excellent control of the conventions of written English. |
| 8 | Demonstrates evidence of careful reading of the text and consideration of the ideas presented. Presents a sustained piece of writing that is fluent, organised and relevant to the task. Demonstrates good control of the conventions of written English. |
| 7 | Demonstrates evidence of a good understanding of the text and the ideas presented. Presents an organised and relevant piece of writing, which shows understanding of the task. Demonstrates sound control of the conventions of written English. |
| 6 | Demonstrates good knowledge of the text and the ideas presented. Displays an understanding of the task, maintaining a relevant response. Organises ideas in a coherent response which demonstrates control of the conventions of written English. |
| 5 | Displays knowledge of the text and the ideas presented. Demonstrates an understanding of the task but relies heavily on summarising the text. Displays some skills of organisation and some control of the conventions of written English. |
| 4 | Shows some knowledge of the text. Demonstrates some understanding of the task. Displays some ability to organise a piece of writing and some control of the conventions of written English. |
| 3 | Shows a basic knowledge of the text. Demonstrates a limited knowledge of the task. Displays some control of the conventions of written English. |
| 1–2 | Shows limited knowledge of the text. Demonstrates a very limited understanding of the task. Displays a very limited control of written English. |
| 0 | Shows no knowledge of the text. Demonstrates no understanding of the task. Displays minimal control of written English. |

Expected Qualities for the Mark Range in the Written Examination: Section 2: Writing task

Part 1: Clarity and accuracy in note-taking

The expected qualities for the mark range for this task will be determined with specific reference to the material on the examination paper. As part of the initial moderation session, ESL assessors will work through the task and discuss the range of responses which are appropriate. This discussion will result in the creation of the expected qualities for the mark range.

The following allocation of marks will be used:

- 5 marks for the main points
- 2 marks for use of note-form
- 3 marks for a clear and concise response.

Part 2: Understanding of language use in argument and presentation of an issue

A similar process will be followed as for Part A. ESL assessors will arrive at the expected qualities of the mark range with specific reference to the material on the examination paper as part of the initial moderation process.

The following allocation of marks will be used:

- 2 marks for each appropriate example of persuasive language use (up to five examples) and for the explanation of how each example operates as use of persuasive language.

Part 3: Ability to present a point of view on the issue. Expected qualities for Mark Range

The extent to which the response:

- 9–10 Shows detailed knowledge and perceptive understanding of the material presented and an ability to select and use material appropriately. Demonstrates the ability to organise ideas in a well-structured response to the task. Displays excellent control of the mechanics of written English.
- 8 Shows detailed knowledge and understanding of the material presented and an ability to select and use material appropriately. Demonstrates the ability to organise ideas in a coherent response to the task. Displays good control of the conventions of written English.
- 7 Shows good knowledge and understanding of the material presented and an ability to select appropriately from it. Demonstrates the ability to organise ideas in a relevant response to the task. Displays sound control of the conventions of written English.
- 6 Shows knowledge and understanding of the material presented and an ability to select from it. Demonstrates the ability to present ideas in an organised response to the task. Displays control of the conventions of written English.
- 5 Shows knowledge and understanding of the material presented and some ability to select from it. Demonstrates some ability to organise ideas in response to the task. Displays some control of the conventions of written English.
- 4 Shows knowledge and understanding of the material presented. Demonstrates some understanding of the task and some ability to organise a piece of writing. Displays some control of the conventions of written English.
- 3 Shows knowledge of the material presented. Demonstrates a limited understanding of the task. Displays some control of the conventions of written English.
- 1–2 Shows limited knowledge of the material presented. Demonstrates very limited understanding of the task. Displays limited control of the conventions of written English.
- 0 Shows no understanding of the material presented, and/or makes no attempt to complete the task. Displays minimal control of the conventions of written English.

ENGLISH LANGUAGE

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will be structured into three sections.

Section 1 requires students to respond to short-answer questions about a number of written texts or transcripts of spoken texts.

Section 2 requires students to provide detailed analysis of a written text/s or transcript/s of a spoken text/s.

Section 3 requires students to write an essay in response to a set question.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Knowledge of the relevant content

- ability to identify specific language choices, conversational features and/or discourse features in a range of spoken and written texts
- understanding of how such language choices, conversational features and/or discourse features achieve particular purposes in particular social contexts
- awareness of a range of attitudes towards varieties of language; awareness of how language reflects personal, social and cultural understandings; and awareness of how language constructs a sense of identity

Analysis of relevant content

- appropriate use of the terms of language description relevant to the task
- effective and appropriate analysis

Clear and effective organisation of the response

- appropriate selection and use of material
- logical structure
- coherence

Control of the conventions of English language to support meaning

- effective, accurate and fluent language
- clarity of meaning

LITERATURE

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

The task requires students to write two separate text-based responses or essays. Each essay is assessed by a common set of criteria. Students are expected to demonstrate an ability to apply the criteria to two different kinds of literary genre from the five categories provided on the paper: novels, plays for stage and screen, short stories, poetry and other literature (essays, biographies, autobiographies, historical texts). The task is directly related to area of study 1: Literature in the making and area of study 2: Views, values and contexts in Literature. The former emphasises the relationship between the ways in which various kinds of literature are constructed and the nature of interpretations and judgments made about them. The latter emphasises the ways in which texts represent and comment on human experiences and ideas and the views and values expressed through texts.

The open-ended nature of the question for each response, which requires students to construct the terms for a discussion of the text, recognises that students have differing interpretations and approach the study from different literary/critical perspectives.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. relevance to the task
2. a close reading through appropriate selection and discussion of textual detail
3. complexity of ideas
4. awareness of the ways in which aspects of texts contribute to interpretations of texts
5. coherence
6. expressiveness

Criterion 1: Relevance of the response to the task

This requires a plausible interpretation of the text's meaning, not a paraphrase or explication of its content. Students need to develop an interpretation which addresses the experiences, ideas and values expressed in the text and demonstrates how they are constructed by the author.

Criterion 2: A close reading through appropriate selection and discussion of textual detail

This requires a detailed discussion of the features of at least one of the passages provided. This may involve both the passage's internal features and its significance in the text's structure. Students may draw on details from other parts of the text not provided on the paper, *but it is crucial that they provide a close reading of at least one of the passages, rather than attempt to present a prepared answer.* The ability of students to meet Criterion 2 by relating their close reading to at least one passage provided on the paper is crucial to their degree of success. It is the one criterion that makes minimal demands as to how material provided by the questions is to be incorporated into the answer.

Criterion 3: Complexity of ideas

This requires a response which is subtle and complex, and perceptive to the ways in which an author develops his/her concerns and preoccupations. Students should avoid responses which are simplistic in reducing texts to illustrations of themes and issues.

Criterion 4: Awareness of the ways in which aspects of texts contribute to interpretations of texts
This requires knowledge of the linguistic structures and features of the texts such as plot, character, dramatic tension, imagery, metaphor, symbolism, authorial point of view. It also requires an ability to demonstrate not only an awareness of these aspects, but also how they contribute to the meaning of the text.

Criterion 5: Coherence

This requires an ability to organise and interrelate the text's issues and concerns and to write about them in a way which combines an ability to develop a plausible interpretation while drawing on appropriate textual detail.

Criterion 6: Expressiveness

This requires an ability to write with sensitivity to the nuances of whatever aspect of the text is being characterised or interpreted – the implication of a metaphor, the particular tone with which a character speaks, the way atmosphere is evoked, the ways in which an issue might evolve. It requires students to consider carefully the precision and appropriateness of their own language and to avoid writing in clichés and generalities.

Criteria and Assessment

Assessors mark holistically for the range of criteria, ranking students over the full range of marks available. Determination of the mark is assisted by the descriptions of Expected Qualities for the Mark Range which reflect the level of achievement on each of the criterion to be expected at a particular mark or mark range.

It should be emphasised that these descriptions are only a guide: they do not necessarily match precisely the performance of an individual student awarded the mark. The process applied at the beginning of and during the assessment procedure is aimed at giving precise meaning to the descriptions, and helps to establish a sense of the possible mix of qualities at particular mark levels.

Descriptions of Expected Qualities for the Written Examination – Essays 1 and 2

The extent to which the response:

- 10 Develops a plausible interpretation of the text which is complex and perceptive, often original. Possesses a subtle sense of the interrelationship of aspects of a text and its interpretation. Supports interpretation with close reading of passages provided and a wide-ranging awareness of the text's major concerns. Response is coherent, detailed and expressive.
- 9 Develops a plausible interpretation of the text which is complex, subtle and thorough in its awareness of the interrelationship between aspects of a text and its interpretation. Supports interpretation with close reading of passages provided and a wide-ranging awareness of the text's major concerns. Response is coherent, detailed and expressive.
- 8 Develops a plausible interpretation of the text which is complex and thorough in its awareness of the relationship between aspects of a text and its interpretation. Supports interpretation with close reading of passages provided while showing awareness of the text's structure and meaning. Response is coherent, detailed and expressive.
- 7 Develops a plausible interpretation of the text supported by close reading of passages provided and an awareness of the ways in which aspects of the text contributed to the interpretation. Expresses response coherently and clearly.
- 6 Makes a response which focuses on passages without giving a sense of a developed interpretation of the text. Shows some awareness of the ways in which aspects of a text contributed to interpretation. Expresses ideas coherently and clearly.
- 5 Offers a basic interpretation, usually thematic, while providing evidence from passages which are referred to rather than explored in detail. Expresses ideas clearly.
- 4 Shows awareness of issues but is more a paraphrase/explication of the text than an interpretation. Explanations rely heavily on generalisations rather than references to particular details.
- 3 Makes some reference to the passages provided but is more a paraphrase than an interpretation.
- 2 Paraphrases the passages but makes no attempt to link them to structure or concerns of text.
- 1 Paraphrases the text but ignores any of the selected passages. Storytelling at a basic level.
- 0 No attempt to meet any criteria.

HEALTH AND HUMAN DEVELOPMENT

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

The examination will cover content drawn from both Units 3 and 4. All areas of study and outcomes are examinable.

Students will be required to demonstrate an ability to analyse and synthesise information as well as to recall relevant knowledge. The analysis and synthesis of the content of the study will be more heavily weighted in the examination than recall of knowledge.

The examination will consist of several questions. Each question may include data for analysis such as graphs, charts, photographs, case studies and/or diagrams and may consist of one or more parts.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the health status of Australians and the role of the biomedical and preventive approaches to health care in promoting health
2. understanding of the role of governments in maintaining and promoting health
3. understanding of the nutritional considerations for optimal health across the life span
4. understanding of the relationship between dietary imbalances and ill health and the costs to the community
5. knowledge of factors that affect food selection and strategies to promote healthy eating
6. understanding of health and development across the life span in industrialised and developing countries
7. understanding of the influences on health and development in industrialised and developing countries
8. understanding of the strategies to optimise health and development

OUTDOOR AND ENVIRONMENTAL STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

The examination will cover content from Units 3 and 4. All areas of study and outcomes are examinable.

The examination will include questions that require recall of information. However, the major requirement is the application of knowledge so that links between practice and theory are strongly emphasised. A range of stimulus material such as graphs, charts, tables, diagrams, maps, drawings, scenarios and case studies will provide the basis for questions involving the analysis and interpretation of information.

The examination paper will consist of questions that require short or extended answers, and individual items may relate to more than one criterion.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion

1. knowledge of the relationships between humans and the outdoor environment over time
2. analysis of the influence of humans on outdoor environments
3. analysis of contemporary views and images of the Australian outdoor environment
4. knowledge of the importance of natural environments for future human societies and biodiversity
5. knowledge of patterns and types of human interactions with outdoor environments and the potential impact on societies of damage to natural environments
6. evaluation of strategies and actions required for humans to interact with minimal impact on natural environments
7. knowledge of conflicts related to usage of natural environments, and the decision making processes and strategies employed to influence them
8. evaluation of policies related to reducing the impact of human use of natural environments
9. knowledge of policies, management approaches and strategies for achieving ecologically sustainable development of natural environments

PHYSICAL EDUCATION

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

The examination will cover content from Units 3 and 4. All areas of study and outcomes are examinable.

The examination will include questions that require recall of information. However, the major requirement is the application of knowledge so that links between practice and theory are strongly emphasised. Questions may include stimulus material such as graphs, charts, tables, diagrams, drawings and case studies as the basis for the analysis and interpretation of information.

The examination paper will consist of questions that require short answers, and may relate to more than one criterion.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of the relationship between energy systems and components of fitness during physical activity
2. knowledge of the role of food and oxygen in the delivery of energy for muscular movement
3. knowledge of the characteristics of muscles and their role in movement
4. knowledge of the relationship between the interplay of energy systems and fatigue and recovery in physical activity
5. knowledge of the application of fitness assessment, training principles and methods to enhance fitness
6. knowledge of acute responses and chronic adaptations to training
7. knowledge of factors that influence initial and continued participation in physical activity
8. knowledge of programs designed to promote participation in physical activity
9. knowledge of the impact on participation by the promotion of physical activity as a consumer product
10. understanding of the influences on performance in physical activity
11. knowledge of limitations on performance in physical activity
12. understanding of methods and techniques that enhance performance

CLASSICAL GREEK

End of year written examination – Units 3 and 4

Description

Examination time – 3 hours

Detailed specifications for the written examination are provided in the Revised VCE Classical Greek Study Design.

Examination criteria

The following criteria will be used to assess students' performance in the written examination. Assessors mark holistically, taking into account the relevant criteria for each section/part, and the marks allocated for each question.

The assessors will take into account the extent to which answers to questions demonstrate:

Section 1: Prescribed seen text – prose

Translation of two extracts:

- accuracy and fluency of translation

Commentary on one extract:

- understanding of the extract and the prescribed text

Essay:

- understanding of the prescribed text
- capacity to present a sustained, logical and well-structured answer to the question

Section 2: Prescribed seen text – verse

Translation of two extracts:

- accuracy and fluency of translation

Commentary on one extract:

- understanding of the extract and the prescribed text

Essay:

- understanding of the prescribed text
- capacity to present a sustained, logical and well-structured answer to the question

Section 3: Unseen texts

Translation of one prose and one verse extract:

- accuracy and fluency of translation

LATIN

End of year written examination – Units 3 and 4

Description

Examination time – 3 hours

Detailed specifications for the written examination are provided in the Revised VCE Latin Study Design.

Examination criteria

The following criteria will be used to assess students' performance in the written examination. Assessors mark holistically, taking into account the relevant criteria for each section/part, and the marks allocated for each question.

The assessors will take into account the extent to which answers to questions demonstrate:

Section 1: Comprehension and analysis of an unseen text

- accuracy and fluency of translation
- understanding of content

Section 2: Comprehension, analysis and interpretation of the prescribed seen text

Part A:

- understanding of content in the passage provided
- understanding of content related to the passage and the text as a whole

Part B:

- understanding of themes and ideas
- identification and explanation of the author's use of literary devices

ARABIC, CHINESE SECOND LANGUAGE, FRENCH, GERMAN, GREEK, INDONESIAN SECOND LANGUAGE, ITALIAN, JAPANESE SECOND LANGUAGE, KOREAN SECOND LANGUAGE, SPANISH AND VIETNAMESE

Written examination

Description

Detailed specifications for the written examination are provided in the relevant Revised VCE LOTE Study Design.

Examination criteria

The following criteria will be used to assess students' performance in the written examination. Where there is more than one criterion for a section, or part of the examination, each criterion will be equally weighted.

Note: In all sections, responses in the wrong language will receive no credit.

In questions where word limits are given, excessively long pieces will be penalised.

In Sections 1 and 2, isolated items of irrelevant information will generally not be penalised, except where it is clear that the student has not understood and has supplied a large amount of information in the hope that some will be correct.

In Section 3 answers written to a question completely different from those set, and that appear prepared and memorised, will not be assigned scores.

Section 1: Listening and Responding

Part A

The capacity to understand and convey general and specific aspects of texts

Part B

The capacity to understand general and specific aspects of texts

The capacity to convey information accurately and appropriately

- where relevant, structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script

Section 2: Reading and Responding

Part A

The capacity to understand and convey general and specific aspects of texts

Part B

The capacity to understand general and specific aspects of texts

The capacity to convey information accurately and appropriately

- where relevant, structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script

Section 3: Writing in [LOTE]

Relevance, breadth and depth of content

- relevance of content in relation to task set
- comprehensiveness and sophistication of content

Appropriateness of structure and sequence

- introduction, body, conclusion as appropriate to text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Accuracy, range and appropriateness of vocabulary and grammar

- accuracy of vocabulary and grammar
- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type/audience, purpose and context of the task

**ALBANIAN, ARMENIAN, BENGALI, CROATIAN, CZECH, DTUCH, FILIPINO,
HEBREW, HINDI, HUNGARIAN, KHMER, LATVIAN, LITHUANIAN,
MACEDONIAN, MALTESE, PERSIAN, POLISH, PORTUGUESE, ROMANIAN,
RUSSIAN, SERBIAN, SINHALA, SLOVENIAN, SWEDISH, TAMIL, TURKISH
AND UKRAINIAN**

Written Examination

Section 1: Listening and Responding

Part A

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to

- Understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Part B

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

Section 2: Reading and Responding

Part A

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

Part B

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Section 3: Writing

When judging performance in this section the examiner/s will take into account the extent to which the student demonstrates:

- relevance and depth of treatment of ideas, information, or opinions;
- accuracy and range of vocabulary and sentence structures;
- the capacity to structure and sequence response and use conventions of the text type.

CHINESE FIRST LANGUAGE, INDONESIAN FIRST LANGUAGE, JAPANESE FIRST LANGUAGE AND KOREAN FIRST LANGUAGE

End-of-year oral and written examinations – Units 3 and 4

Oral Examination

Description

Detailed specifications for the oral examination are provided in the relevant Revised VCE LOTE Study Design.

Examination criteria

The following criteria will be used to assess students' performance in the oral examination. Each criterion will be equally weighted.

Section 1: Presentation

Capacity to present the information appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress, tempo)
- capacity to engage with audience

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate information with reasons/examples/evidence

Section 2: Discussion

Capacity to maintain and advance the exchange appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress, tempo)
- capacity to link with assessors

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate information with reasons/examples/evidence/new ideas

Written Examination

Description

Detailed specification for the written examination are provided in the relevant Revised VCE LOTE Study Design.

Examination criteria

The following criteria will be used to assess students' performance in the written examination. Where there is more than one criterion for a section, or part of the examination, each criterion will be equally weighted.

Note: In all sections, responses in the wrong language will receive no credit.

In questions where word limits are given, excessively long pieces will be penalised.

In Section 3 answers written to a question completely different from those set, and that appear prepared and memorised, will not be assigned scores.

Section 1: Listening and Responding

Part A

The capacity to understand and convey general and specific aspects of texts

Part B

The capacity to understand general and specific aspects of texts

The capacity to convey information accurately and appropriately

- structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script.

Section 2: Reading and Responding

The capacity to identify and synthesize relevant information and ideas from texts

Appropriateness of structure and sequence

- introduction, body, conclusion as appropriate to text type and kind of writing
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Accuracy, range and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script.

- accuracy and range of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type/audience, purpose and context of the task

Section 3: Writing in [LOTE]

Relevance, breadth and depth of content

- comprehensiveness and sophistication of content
- relevance of content in relation to task set

Appropriateness of structure and sequence

- introduction, body, conclusion as appropriate to text type and kind of writing
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Accuracy of vocabulary and grammar (including punctuation, and where relevant, script)

Range and appropriateness of vocabulary and grammar

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the kind of writing, text type/audience, purpose and context of the task

FURTHER MATHEMATICS

End-of-year examination 1 Facts, skills and applications task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet. One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 1 ‘Facts, skills and applications task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2.

Examination 1 principally relates to Outcome 1.

The task requires each student to answer multiple-choice questions covering the core and selected modules.

The task is designed to assess students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and use of mathematical conventions, symbols and terminology
2. understanding of key terms and mathematical concepts as defined in the Study Design
3. skill in the accurate application of mathematical techniques
4. knowledge of mathematical concepts and the application of mathematical processes in standard ways
5. knowledge of the application and effective use of technology

FURTHER MATHEMATICS

End-of-year examination 2 Analysis task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 2 ‘Analysis task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2. Examination 2 principally relates to Outcome 2.

The task requires each student to answer four sets of extended-answer questions, equally weighted from the Core, ‘Data analysis’, and the three selected ‘Applications’ modules.

The task is designed to assess students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and use of mathematical conventions, symbols and terminology
2. skill in accurate application of mathematical techniques
3. skill in identification of important information, variables and constraints
4. knowledge of mathematical ideas and content and the interpretation, analysis and solution of both routine and non-routine problems
5. knowledge of the application and effective use of technology

MATHEMATICAL METHODS

End-of-year examination 1 Facts, skills and applications task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice sheet. One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 1 ‘Facts, skills and applications task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2.

Examination 1 principally relates to Outcome 1

The task requires each student to answer multiple-choice questions and short-answer questions covering all areas of the study.

The task is designed to assess students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of the use of mathematical conventions, symbols and terminology
2. understanding of key terms and mathematical concepts as defined in the Study Design
3. skill in the accurate application of mathematical techniques
4. knowledge of mathematical concepts and the application of mathematical processes in standard ways
5. knowledge of the application and effective use of technology

MATHEMATICAL METHODS

End-of-year examination 2 Analysis task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 2 ‘Analysis task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2. Examination 2 principally relates to Outcome 2.

The task requires each student to answer a collection of extended-answer questions.

The task is designed to assess students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and use of mathematical conventions, symbols and terminology
2. skill in the accurate application of mathematical techniques
3. skill in identification of important information, variables and constraints
4. knowledge of mathematical ideas and content to interpret, analyse and solve both routine and non-routine problems
5. knowledge of the application and effective use of technology

SPECIALIST MATHEMATICS

End-of-year examination 1 Facts, skills and applications task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet. One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 1 ‘Facts, skills and applications task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2.

Examination 1 principally relates to Outcome 1.

The task requires each student to answer multiple-choice questions and short-answer questions covering all areas of the study.

The task is designed to assess students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and use of mathematical conventions, symbols and terminology
2. understanding of key terms and mathematical concepts as defined in the Study Design
3. skill in the accurate application of mathematical techniques
4. knowledge of mathematical concepts and the application of mathematical processes in standard ways
5. knowledge of the application and effective use of technology

SPECIALIST MATHEMATICS

End-of-year examination 2 Analysis task

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator. Ruler, protractor, set-square and aids for curve-sketching. Up to 4 pages (two A4 sheets) of pre-written notes, which may be typed or handwritten. A detachable sheet of miscellaneous formulas is provided.

Examination 2 ‘Analysis task’ is based on material specified in the Study Design for Units 3 and 4. Its purpose is to assess student performance on the outcomes and associated key knowledge and skills. Outcome 3 will not be assessed separately from Outcomes 1 and 2. Examination 2 principally relates to Outcome 2.

The task requires each student to answer a collection of extended-answer questions.

The task is designed to assess students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Student access to an approved graphics calculator will be assumed by the setting panel.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and use of mathematical conventions, symbols and terminology
2. skill in the accurate application of mathematical techniques
3. skill in identification of important information, variables and constraints
4. knowledge of mathematical ideas and content and the interpretation, analysis and solution of both routine and non-routine problems
5. knowledge of the application and effective use of technology

BIOLOGY

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet.

This examination in Biology relates to Unit 3, areas of study: Cells in their environment, Surviving under changing conditions and Surviving challenges from organisms that cause disease. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. It will include a section comprising multiple-choice questions, which will contribute approximately one-third of the available marks. A second section will include short-answer questions.

Students will be required to recall facts, definitions, and examples; explain biological concepts, principles and processes; apply understanding of these concepts to unfamiliar situations; analyse relationships; analyse and evaluate experimental procedures; and synthesise ideas.

The marks for each area will be allocated across areas of study in approximately the following way:

Area of Study	Marks Allocated (%)
Cells in their environment	25–30
Surviving under changing conditions	35–45
Surviving challenges from organisms that cause disease	25–30

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the nature and organisation of cells
2. understanding of the cellular functions that are essential to the survival of unicellular and multicellular organisms
3. understanding of the mechanisms by which organisms maintain a stable internal environment
4. understanding of the characteristics of pathogenic organisms and agents
5. understanding of the mechanisms by which organisms defend themselves against disease
6. knowledge and application of experimental methods
7. knowledge of the analysis of experimental observations, measurements, design, results and conclusions
8. analysis, interpretation and synthesis of information

BIOLOGY

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet.

This examination in Biology relates to Unit 4, areas of study: Genetic inheritance, Variation, natural selection and evolution. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. It will include a section comprising multiple-choice questions, which will contribute approximately one-third of the available marks. A second section will include short-answer questions.

Students will be required to recall facts, definitions, and examples; explain biological concepts, principles and processes; apply understanding of these concepts to unfamiliar situations; analyse relationships; analyse and evaluate experimental procedures; and synthesise ideas.

The marks for each area will be allocated across areas of study in approximately the following way:

Area of Study	Marks Allocated (%)
Genetic inheritance	50–65
Variation, natural selection and evolution	35–50

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of mechanisms and patterns of inheritance and techniques of gene technology and their relationship to applications of gene manipulation
2. understanding of the suggested mechanisms and processes of evolution that have led to the evolution of organisms
3. knowledge and application of experimental methods
4. analysis of experimental observations and measurements
5. analysis, interpretation and synthesis of information

CHEMISTRY

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet. An approved calculator. One approved graphics calculator and/or one scientific calculator. **If a graphics calculator is used, the memory must be cleared prior to entering the examination.**

This examination in Chemistry relates to Unit 3, areas of study: Analytical chemistry, Equilibrium and Industrial chemistry. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. Students will be required to carry out simple numerical calculations and to plan and explain the rationale for a range of practical procedures drawn from the key knowledge and skills. The examination will include a section comprising multiple-choice questions, which will contribute approximately one-third of the available marks. A second section will include short-answer questions related to information provided in a variety of formats.

Students will be required to recall facts, definitions, and examples; explain chemical concepts, principles and processes; apply understanding of these concepts to unfamiliar situations; analyse relationships; analyse and evaluate experimental procedures; and synthesise ideas.

The marks for each area will be allocated across each area of study in approximately the following way:

Area of Study	Marks Allocated (%)
Analytical chemistry	35–45
Equilibrium	25–35
Industrial chemistry	25–35

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of qualitative and quantitative aspects of chemical reactions, including acid-base and redox reactions and their application in the analysis of a variety of consumer products by a range of common laboratory techniques and modern instrumental methods
2. understanding of the principles of equilibrium, reaction rate and energy change and their relationships to the outcomes of chemical reactions, including those in living systems and small-scale laboratory reactions
3. understanding of chemical reactions and the relevant concepts in the production of important industrial chemicals, including sulphuric acid and substances derived from petroleum
4. knowledge of experimental measurement and observations
5. analysis, interpretation and synthesis of information

CHEMISTRY

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet. An approved calculator. One approved graphics calculator and/or one scientific calculator. **If a graphics calculator is used, the memory must be cleared prior to entering the examination.**

This examination in Chemistry relates to Unit 4, areas of study: Supplying and using energy, Food chemistry, and The Periodic Table: an overview of chemistry. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. Students will be required to carry out simple numerical calculations and to plan and explain the rationale for a range of practical procedures drawn from the key knowledge and skills. The examination will include a section comprising multiple-choice questions, which will contribute approximately one-third of the available marks. A second section will include short-answer questions related to information provided in a variety of formats.

Students will be required to recall facts, definitions, and examples; explain chemical concepts, principles and processes; apply understanding of these concepts to unfamiliar situations; analyse relationships; analyse and evaluate experimental procedures; and synthesise ideas.

The marks for each area will be allocated across each area of study in approximately the following way:

Area of Study	Marks Allocated (%)
Supplying food and energy	35–45
Food chemistry	25–35
The Periodic Table: an overview of chemistry	25–35

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the importance of energy transformations in thermochemical and electrochemical reactions
2. understanding of organic chemical structures and their relationship to observed chemical reactions, using examples from those involved in human nutrition and in global cycling of nutrients
3. understanding of reasons for the arrangement of elements in the Periodic Table (including its historical development) and the relationship between trends in properties of elements and their atomic structures
4. knowledge of experimental measurement and observations
5. analysis, interpretation and synthesis of information

ENVIRONMENTAL SCIENCE

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice sheet. An approved calculator. One graphics calculator and/or one scientific calculator. If a graphics calculator is used, the memory must be cleared prior to entering the examination.

The mid-year examination in Environmental Science relates to Unit 3, areas of study: Energy and global warming and Diversity in the biosphere. Questions will be based on the outcomes, key knowledge and key skills specified for these areas of study.

The examination will require students to respond to a series of structured questions. The first section, comprising multiple-choice questions, will contribute approximately one-third of the available marks. A second section will contain short-answer questions. Both sections will require simple numerical calculations and the interpretation of graphs, diagrams, tables or charts. Written explanations or explanations involving the use of diagrams will be needed in the second section.

Students will be required to recall facts, definitions and examples; explain concepts, principles, practices and processes of environmental science; apply understanding of these concepts in unfamiliar situations; analyse relationships between data and their use; analyse and evaluate experimental procedures; and synthesise ideas.

Area of Study	Marks Allocated (%)
Energy and Global Warming	40–60
Diversity in the Atmosphere	40–60

Each section will be examined in these proportions.

Examination criteria

The examination will address all of the criteria. All students will be examined against all criteria.

1. understanding of the principles of energy and their relation to the contribution of a fossil and non-fossil energy source to the enhanced greenhouse effect
2. understanding of the characteristics of biodiversity and strategies to reduce the effects of threatening processes
3. knowledge and application of terms, concepts and relationships related to environmental risk assessment and biodiversity
4. analysis of scientific data

ENVIRONMENTAL SCIENCE

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice sheet. An approved calculator. One graphics calculator and/or one scientific calculator. If a graphics calculator is used, the memory must be cleared prior to entering the examination.

The end-of-year examination in Environmental Science relates to Unit 4, areas of study: Pollution and health and Applied environmental science. Questions will be based on the outcomes, key knowledge and key skills specified for these areas of study.

The examination will require students to respond to a series of structured questions. The first section comprising multiple-choice questions, which will contribute approximately one-third of the available marks. A second section will contain short-answer questions. Both sections will require simple numerical calculations and the interpretation of graphs, diagrams, tables or charts. Written explanations and explanations involving the use of diagrams will be needed in the second section, where questions may include data in the form of charts, diagrams, tables or graphs and a scenario related to an environmental science project.

Students will be required to recall facts, definitions and examples; explain concepts, principles, practices and processes of environmental science; apply understanding of these concepts in unfamiliar situations; analyse relationships between data and their use; analyse and evaluate experimental procedures; and synthesise ideas.

Area of Study	Marks Allocated (%)
Pollution and Health	40–60
Applied Environmental Science	40–60

Each section will be examined by both types of question in these proportions.

Examination criteria

The examination will address all of the criteria. All students will be examined against all criteria.

1. understanding of the characteristic of a pollutant and its effects on the health of the environment and humans
2. understanding of management options for reducing the risk of a pollutant affecting the health of the environment and humans
3. understanding of the principles of ecologically sustainable development and environmental management
4. knowledge and application of terms, concepts and relationships related to pollutants and ecologically sustainable development
5. analysis of scientific data

PHYSICS

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator. **If a graphics calculator is used, the memory must be cleared prior to entering the examination.** Up to 2 pages (2 sides of one A4 sheet) of pre-written notes, which may be typed or handwritten.

This examination in Physics relates to Unit 3, areas of study: Sound, Electric power and Electronic systems. Questions are based on the contexts of *Music making and sound reproduction*, *Power supply and production*, and *Domestic and industrial electronics* respectively.

The task will require students to make a written response to a set of structured questions. These questions may include data in the form of tables or graphs, and will consist of a combination of multiple-choice, simple numerical calculations and short-answer questions involving calculations, written or diagrammatic explanations.

Students will be required to explain and model appropriate situations, including calculating and estimating physical quantities, predicting possible outcomes and justifying reasoning. The marks for each area will be allocated across areas of study in approximately the following way:

Area of Study	Marks allocated (%)
Sound	30–40
Electric power	30–40
Electronic systems	30–40

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the wave model of sound and its application to both the behaviour of sound and sound related technology
2. understanding of the generation, transmission, distribution and use of electric power
3. understanding of electronic components as input–output devices, and electronic systems as combinations of basic electronic devices
4. knowledge of the analysis and interpretation of experimental data
5. skill in the calculation of physical quantities and correct use of significant figures in measurements and calculations
6. analysis, interpretation and synthesis of information

PHYSICS

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator. **If a graphics calculator is used, the memory must be cleared prior to entering the examination.** Up to 2 pages (2 sides of one A4 sheet) of pre-written notes, which may be typed or handwritten.

This examination in Physics relates to Unit 4, areas of study: Motion, Gravity, Structures and materials, and Ideas about light and matter. Questions are based on the contexts *Transport and safety*, *Around the solar system*, *Bridges and buildings*, and *Models and evidence*.

The task will require students to make a written response to a set of structured questions. These questions may include data in the form of tables or graphs, and will consist of a combination of multiple-choice, simple calculations and short-answer questions involving calculations, written or diagrammatic explanations. Students will be required to explain and model appropriate situations, including calculating and estimating physical quantities, predicting possible outcomes and justifying reasoning. The marks for each area will be allocated across areas of study in approximately the following way:

Area of Study	Marks allocated (%)
Motion	35–45
Gravity	10–20
Structures and materials	20–30
Ideas about light and matter	15–25

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of Newtonian ideas about motion and gravity
2. understanding of the properties of construction materials
3. understanding of the forces and torques acting when materials are arranged and connected in different ways to form structures
4. understanding of aspects of the wave–particle model to the nature of light and matter
5. knowledge of the analysis and interpretation of experimental data
6. skill in the calculation of physical quantities and correct use of significant figures in measurements and calculations
7. analysis, interpretation and synthesis of information

PSYCHOLOGY

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet.

This examination in Psychology relates to Unit 3, areas of study: Biological bases of behaviour, Visual perception and States of consciousness. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. It consists of two sections, the first comprising multiple-choice questions and the second comprising short-answer questions. Each section is worth half of the total assessment.

The marks for each area will be allocated across the areas of study in approximately the following way:

Area of Study	Marks Allocated (%)
Biological bases of behaviour	30–35
Visual perception	30–35
States of consciousness	30–35

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the role of the nervous system in determining behaviour
2. understanding of the nature of processes involved in visual sensation and perception
3. understanding of the characteristics of normal waking consciousness with altered states of consciousness
4. analysis, interpretation and synthesis of information and data

PSYCHOLOGY

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet.

This examination in Psychology relates to Unit 4, areas of study: Memory, Learning and Research methods in psychology. Questions are designed to ensure all outcomes are assessed. They are based on the key knowledge and key skills specified for each area of study.

The examination will require students to respond to a set of structured questions. It consists of two sections, the first comprising multiple-choice questions and the second comprising short-answer questions. Each section is worth half of the total assessment.

The marks for each area of study will be allocated across areas of study in approximately the following way:

Area of Study	Marks Allocated (%)
Memory	30–35
Learning	30–35
Research methods in psychology	30–35

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the information processing approach that is used to explain memory
2. understanding of a range of learning processes
3. understanding of the research methods that are used to analyse and interpret research findings
4. analysis, interpretation and synthesis of information and data

ACCOUNTING

Mid-year examination – Unit 3

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator.
If a graphics calculator is used, the memory must be cleared prior to entering the examination.

All areas of study and outcomes in Unit 3 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper will require students to respond to a set of structured questions which focus on recording and reporting financial information using the double entry accrual-based system for a single-activity, sole-proprietor business (trading business only, where the trading business uses perpetual inventory), analysis of this information and its use in assisting in the evaluation of the business and for future decision making.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. recording financial events
2. recording the outcomes of financial events
3. classifying the recording and reporting of financial events
4. evaluating the outcomes of recording and reporting of financial events
5. verifying the outcomes of recording, reporting and evaluation of financial events

ACCOUNTING

End-of-year examination – Unit 4

Description

Examination time – 1½ hours

Contribution to study score – 33%

Approved materials and equipment – One approved graphics calculator and/or one scientific calculator.
If a graphics calculator is used, the memory must be cleared prior to entering the examination.

All areas of study and outcomes in Unit 4 are examinable. However, it is expected that students will demonstrate understanding of the outcomes in Unit 3.

The examination will assess aspects of each area of study and outcome.

The examination paper will require students to respond to a set of structured questions which focus on accounting information for management and the uses made of the information to promote management effectiveness. It will include recording and reporting trading businesses, using perpetual inventory recording and reporting on the accrual basis and the analysis of accounting issues affecting the financial reports. (Reporting for a multi-activity business will incorporate one trading and one service revenue centres.)

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. recording financial events
2. recording the outcomes of financial events
3. planning for the outcomes of financial events
4. classifying the recording and reporting of financial events
5. evaluating the outcomes of recording, reporting and planning of financial events
6. verifying the outcomes of recording, reporting, planning and evaluation of financial events

BUSINESS MANAGEMENT

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The task requires students to provide written responses to a series of questions related to Units 3 and 4.

The examination will consist of two sections:

Section A

Section A will consist of two sets of structured questions based on stimulus material which require students to demonstrate an understanding of key terms and concepts and to analyse and evaluate material covered in Units 3 and 4.

Section B

Section B will consist of one extended-response question selected from a choice of three options covering management and change, human resource and operations management. In their answers students will be expected to provide examples drawn from their study throughout the course demonstrating an understanding of current issues and developments.

The questions will focus on:

- key management processes and their application to large organisations
- management styles, skills and effective management
- the application of effective change management to significant issues
- management practices and processes as applied in relation to human resource and operations management.

Where stimulus material is provided (such as newspaper articles, extracts from reports or case study material), students should make use of this material in their answers. However, in order to adequately address the questions, students will need to include information beyond that provided in the stimulus material.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of key terms and concepts
2. knowledge of management roles, styles and skills
3. understanding of management practices and processes within large-scale organisations as applied in relation to human resource and operations management
4. knowledge of the application of business concepts to situations as demonstrated in stimulus material
5. understanding of effective management responses relating to change management and/or human resource management and/or operations management
6. knowledge of current examples, issues and developments in the management of large-scale organisations in Australia

CLASSICAL SOCIETIES AND CULTURES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination will consist of two sections. Section A and Section B are each worth 50 per cent of the total marks for the examination.

Section A

For Section A, students' knowledge and understanding of the texts and artworks prescribed for Unit 3 will be assessed by means of passage/work analysis requiring response to extracts from the literary texts, or to photographs of works of art or architecture. Students will complete two responses in this section.

Section B

Section B questions will assess students' knowledge and understanding of the whole years' work, by inviting comparison between works studied over the year. The comparison should elicit salient points of development or of difference of ideas, issues, values, aesthetic qualities and techniques between classical authors or artists studied in Units 3 and 4. Students will complete one essay in this section.

Questions will provide students with the opportunity to demonstrate their knowledge and understanding of the texts and works studied and the key issues and values of the classical world, and the relationship of the texts and artworks to their context.

Section B questions may focus directly on aspects of the prescribed works for Unit 3, which will then require comparisons with works from Unit 4. In the essay, students should focus on at least one text from Unit 3 and compare it with at least one text from Unit 4. Questions may focus on ideas and/or techniques.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. knowledge of ideas, issues, values and/or aesthetic qualities in the passage/work
2. analysis of techniques used to emphasise ideas, issues, values and/or aesthetic qualities in the passage/work
3. evaluation of the importance of the passage to the work as a whole, or of the work to its cultural form

Section B

1. development of a relevant argument and/or responses
2. knowledge of the ideas, issues, values and/or techniques in the works
3. analysis of the ideas, issues, values and/or techniques in the works
4. evaluation of the relationship of the works to their socio-historical/artistic contexts
5. understanding of developments and/or differences between the works
6. use of relevant evidence to support an argument

CONTEMPORARY AUSTRALIAN SOCIETY

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination requires each student to respond to:

- Short-answer questions
- Analysis of a representation
- An essay

Questions will provide students with the opportunity to demonstrate a range of analytic skills and may be based on stimulus material provided on the examination paper.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the question
2. knowledge of the complex and changing nature of Australian society
3. understanding of key concepts and major social issues
4. analysis of issues affecting the future of citizenship and community in Australia
5. use of evidence to support arguments and conclusions

ECONOMICS

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Approved materials and equipment – Pencil to use on multiple-choice answer sheet.

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper will consist of two sections:

Section A

Section A will consist of between 15 and 20 multiple-choice questions which require students to apply their understanding of economics to identify the correct response. The questions will assess the student's knowledge of key concepts as well as the ability to analyse and synthesise material covered in all areas of study and outcomes in Units 3 and 4.

Section B

Section B will consist of between 2 and 4 structured questions which require students to complete written responses. The structured questions provide students with the opportunity to analyse, synthesise and evaluate economic information and to draw conclusions from their knowledge of the area of study supported by evidence. The use of current economic examples and presentation of evidence is crucial to the quality of response to the questions.

The questions require students to demonstrate a range of analytic skills and to use the tools of economics effectively to evaluate economic performance, policy and management.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of economic activity and economic management
2. understanding of the factors which affect the nature and level of economic activity in Australia
3. knowledge of the application of economic theory and evidence to examine economic performance
4. understanding of the nature and operation of government policy
5. understanding of the effectiveness of government policy in managing the economy
6. knowledge of the relationships which exist between economic objectives and economic policies

GEOGRAPHY

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Approved materials and equipment – Coloured pencils, water-based pens and markers.

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper will consist of a series of structured questions which addresses geographic information presented in a data booklet. This information will be presented in text and graphic format including maps, diagrams, graphs, tables and other visual representations.

Some of the questions will provide students with the opportunity to apply knowledge studied in Units 3 and 4.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of the geographical characteristics of resources and global phenomena
2. knowledge of the factors affecting the geographical characteristics of resources and global phenomena
3. analysis of the effects of resource development and use and the impact of global phenomena on people and places
4. evaluation of policies designed to manage the impact of resource use and global phenomena
5. knowledge of key geographic ideas to explain distribution of resources and global phenomena
6. analyse data about resources and global phenomena using a range of geographical media

HISTORY: AUSTRALIAN HISTORY

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

Section A

Section A will consist of short-answer questions, based on Outcome 1 and Outcome 2 in Unit 4. This section will be worth 42 per cent of the total score.

Section B

Section B will consist of an extended response to a document, image or quotation, based on Unit 3 Outcome 2, area of study 2: From colony to nation: 1850–1901. A document, image or quotation will be offered on each of the eight topics for this area of study. This section is worth 28 per cent of the total score.

Section C

Section C will be an essay based on Outcome 1 in Unit 3. This task is worth 30 per cent of the total score.

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

Question 1

1. development of a response relevant to Question 1.
2. knowledge of aspects of everyday life in the period 1901–1945
3. understanding of a major event in the period 1901–1945

Question 2

4. development of a response relevant to Question 2
5. knowledge of an event, issue or campaign which created debate or division in Australian society in the period 1945 to the present
6. understanding of the debate or division in the period from 1945 to the present

Section B

7. knowledge of aspects of a significant trend, movement or event in Australia from 1850–1901
8. analysis of the representation
9. evaluation of the representation in the context of the trend, movement or event
10. use of evidence to support the analysis

Section C

11. knowledge of aspects of the colonial experience to 1850
12. development of an argument relevant to the question
13. use of historical concepts related to the colonial experience to 1850
14. use of evidence to support an argument and a conclusion
15. understanding of historical sources and/or historians' approaches

HISTORY: RENAISSANCE ITALY

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4, except Unit 3 Outcome 1, are examinable.

The examination paper will consist of three sections.

Section A

Section A will be a series of short-answer questions. This series of short-answer questions will focus on Unit 3 Outcomes 3 and 4, and Unit 4 Outcomes 1 and 2. This section will be worth 40 percent of the total score.

Section B

Section B will be an extended response to a document or an image. This response will focus on Unit 3 Outcome 2. This section will be worth 30 per cent of the total score.

Section C

Section C will be an essay. The essay will focus on Unit 4 Outcome 3. This section will be worth 30 per cent of the total score.

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of the impact of its Empire on Renaissance Venice
2. knowledge of the politics of Renaissance Venice
3. understanding of Renaissance Art, culture and learning
4. understanding of the social relationships of Renaissance Florence

Section B

5. analysis of ideas and values of Renaissance Venice
6. use of evidence to support an argument
7. understanding of historical concepts

Section C

8. relevant response to the question
9. understanding of power in Renaissance Florence
10. use of evidence to support an argument and conclusion
11. understanding of historical concepts
12. understanding of historical sources

HISTORY: REVOLUTIONS

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination paper will consist of three sections.

Students must choose a different revolution for Section B and Section C.

Section A

Section A will be a series of short-answer questions on Outcome 1 covering the origins of the revolution, and Outcome 3 covering the nature of the new society. Different sets of questions will be offered on each of the five revolutions that may be studied. These short-answer questions are designed to be completed in approximately 20 minutes.

This section is worth 20 per cent of the total marks available.

Section B

Section B will be an extended response to a document, image or quotation related to Outcome 2. A document, image or quotation will be offered on each of the five revolutions that may be studied. There will be one question only for each of the five revolutions that may be studied. This question may include parts. This answer should be completed in approximately 40 minutes.

This section is worth 30 per cent of the total marks available.

Section C

Section C will be *an essay* to be completed in approximately one hour. The essay will focus on Outcome 1 covering the origins of the revolution, and Outcome 3 covering the challenges faced by the emerging new order. The same essay topics will apply to each of the five revolutions that may be studied. The revolution chosen for section C must not be the same as the revolution chosen for Section B.

This section is worth 50 per cent of the total marks available.

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

1. understanding of aspects of the origin of the revolution and the nature of the new society

Section B

2. understanding of aspects of revolutionary ideas, movements and leaders
3. use of evidence to support an argument
4. relevant response to the questions

Section C

5. relevant response to the question
6. understanding of the origins of the revolution
7. understanding of challenges faced by the emerging new order
8. use of evidence to support an argument and conclusion
9. analysis of continuity and change
10. understanding of historical sources and/or historians' approaches

INDUSTRY AND ENTERPRISE STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable. The examination will assess aspects of each area of study and outcome.

Students will be required to answer a series of questions related to Units 3 and 4. The questions will focus on:

- the role of enterprise and the development of an enterprising culture within industry
- the understanding of pressures and opportunities for change and the responses to change in Australian industry
- knowledge of quality, technology and workplace flexibility as they relate to the changing workplace
- the role of training and workplace learning in industry

The questions on the examination paper may include reference to stimulus material such as newspaper articles, extracts from reports or case study material.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of pressures and opportunities for change and the responses to change in Australian industry
2. knowledge of generic competencies, enterprise skills and enterprising culture
3. use of knowledge and experience of the workplace to illustrate effective application of specific aspects of change being implemented in the Australian workplace
4. the ability to apply knowledge of appropriate industry/workplace examples
5. understanding of the role of training and workplace learning in industry
6. evaluation of the role of quality, technology and workplace flexibility in an Australian industry
7. synthesis of ideas to draw conclusions

INTERNATIONAL STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper will consist of four sections:

Section A – a set of short-answer questions which assess concepts across the four outcomes

Section B – a set of short-answer questions which assess Unit 3 Outcome 2 and Unit 4 Outcome 1

Section C – three optional essay topics from which students select one based on Unit 3 Outcome 1

Section D – three optional essay topics from which students select one based on Unit 4 Outcome 2.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of international relations
2. analysis of key issues
3. understanding of the effectiveness of the strategies and policies adopted by states in their interaction with other states in the pursuit of their national interests
4. understanding of key political concepts
5. use of evidence to support an argument

LEGAL STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper will consist of three sections:

- Section A will consist of between four and eight short-answer questions set on any part of the course. Students will answer all questions
- Section B will consist of two questions and focus on areas of study and outcomes in Unit 3. Students will choose one of the two questions
- Section C will consist of two questions and focus on areas of study and outcomes in Unit 4. Students will choose one of the two questions

The questions in Sections B and C may also ask students to discuss a statement, quotation or concept and may be based on stimulus material.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge and evaluation of law-making bodies and procedures
2. analysis of the similarities and differences between law-making bodies and their interrelationships
3. knowledge and appraisal of the need for change in the law and the ways in which change can be influenced
4. knowledge and appraisal of institutions and the range of methods available, for the resolution of criminal cases and civil disputes
5. knowledge of court processes and procedures, evaluation of the strengths and weaknesses of these processes and procedures, and suggestions for improvement and reform
6. understanding of elements of an effective legal system and an awareness of changes and recommendations for change to enhance the effective operation of the legal system.

PHILOSOPHY

End of Year examination – Units 3 and 4

Description

Examination time: 2 hours

Contribution to study score: 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination requires each student to respond to:

- Short answer questions related to the texts
- An essay

The examination questions will relate to the core texts published annually in the VCE BULLETIN and listed on pages 50–51 of the VCE Philosophy Study Design.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of the key elements and historical and philosophical context of the text
2. analysis of the central arguments about the good life as developed in the texts
3. evaluation of the central arguments about the good life as developed in the texts
4. analysis of the relationship of the arguments in the texts to each other, to other traditions of thinking and to contemporary conceptions of the good life
5. understanding of the relationship between concepts of body and mind and the nature of knowledge
6. analysis of arguments about mind, body, knowledge and belief
7. evaluation of arguments about mind, body, knowledge and belief
8. use of evidence and reasoning to develop arguments and support conclusions

POLITICAL STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Outcomes 1 and 2 in Unit 3 are examinable. In Unit 4 Outcome 1 and 2 are examinable. Outcome 3 in Unit 4 will not be examined.

The examination will consist of two sections.

Section A

Section A will consist of five short-answer questions, each consisting of three parts. Students will answer a total of four questions.

Section B

Section B will consist of 10 essay questions and students will answer one question.

Each section is worth half of the total marks for the examination. Outcomes requiring an analysis or evaluation will normally contribute a higher percentage of the total score than outcomes requiring description or explanation.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of relevant aspects of the Australian political system
2. development of a relevant argument and/or response
3. understanding of all aspects of the question
4. use of evidence to support an argument

RELIGION AND SOCIETY

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to final score – 50 %

All areas of study and outcomes in Unit 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination paper is designed to assess students' understandings of a religious tradition in society. Students will answer a series of questions which require them to use their knowledge of:

- the nature and content of religious beliefs
- the expression of beliefs in aspects of a religious tradition
- the interaction of beliefs and society
- the impact of beliefs on individuals and groups

The questions will be a mixture of short-answer questions and essays requiring students to respond from one religious tradition encountered.

Section A will consist of a series of short-answer questions covering Units 3 and 4. Students will answer all questions. This section is worth about 20 per cent of the paper.

Section B will consist of two essay questions and focus on areas of study and outcomes in Unit 3. Students will choose one of the two questions. The questions in this section will ask students to discuss a statement, quotation or concept and may be based on stimulus material. This section is worth approximately 40 per cent of the paper.

Section C will consist of two essay questions and focus on areas of study and outcomes in Unit 4. Students will choose one of the two questions. The questions in this section will ask students to discuss a statement, quotation or concept and may be based on stimulus material. This section is worth approximately 40 per cent of the paper.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. relevance to the question
2. knowledge of the beliefs of a religious tradition
3. understanding of the way beliefs are expressed within a religious tradition
4. understanding of the interaction of beliefs with individuals and groups in a religious tradition and society
5. knowledge of the impact of beliefs on individuals and groups
6. understanding of the continuity and change within a religious tradition
7. understanding of how a religious tradition responded to a challenge
8. knowledge of religious concepts and language

TEXTS AND TRADITIONS

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome.

The examination questions will draw upon the content studied for Units 3 and 4 of the Study Design.

The examination paper is designed to assess students' knowledge and understanding of a selected text. Students will respond to questions which require them to:

- apply skills of textual and literary analysis to the study of a selected text
- apply exegetical skills and methods to the study of a selected text.

The exam will consist of 3 sections. Section A will require students to respond to questions in essay form. Section B will require students to respond to questions in a short-answer format. Section C will provide students with selected passages from the set chapters for which they need to write an exegesis.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of the historical, social, cultural and political setting of the text as a whole
2. knowledge of the events, people and places relating to the early development of the tradition
3. knowledge of the original community or intended audience to which the text is addressed
4. knowledge of key images, symbols and/or figures mentioned in the set sections
5. knowledge of literary characteristics and structures of the text
6. understanding of key ideas, concepts, issues or themes contained in the set sections
7. understanding of the teaching significance of the set sections for the original community or intended audience
8. understanding of the place and significance of the passages in the wider context of the text from which it is taken

AGRICULTURAL AND HORTICULTURAL STUDIES

End-of-year examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 34%

All areas of study and outcomes in Units 3 and 4 are examinable.

The examination will assess aspects of each area of study and outcome. Where aspects of an outcome are not examinable, for example the implementation of production skills related to a business plan for a small commercial agricultural/horticultural enterprise, the mark value of questions associated with the outcome will be adjusted accordingly.

The examination will assess students' understanding of environmental modification, the use of appropriate technology, enterprise management practices, and sustainability in agriculture and horticulture. Students will answer a set of questions requiring responses of varying lengths, some of which will be based on case study material presented in the paper. In some cases alternative questions will be presented to ensure that both agriculture and horticulture students have access to the highest grades.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of techniques for modifying climate, soil, and topography
2. understanding of plant and animal pests and diseases
3. understanding of the impact of mechanisation on production operations
4. understanding of recent technological developments in agriculture/horticulture and their effectiveness
5. understanding of types of environmental degradation
6. understanding of techniques for rectifying degraded land and water
7. understanding of the relationship between the management of enterprises and environmental health
8. understanding of concepts of sustainability and management techniques for achieving sustainability
9. understanding of the roles of external agencies in managing enterprises for sustainability
10. understanding of techniques for planning, conducting, monitoring and evaluating enterprises

DESIGN AND TECHNOLOGY

End-of-year examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 30%

Approved materials and equipment – Students may use coloured pencils, markers, a shape template and a human figure template (for fibres/yarns, fabrics focus students).

Students will answer questions set by an examination panel about product development in industry, and the marketing of products. In addition, students will respond to design briefs.

Students will answer a series of questions requiring responses of varying lengths. In some cases, alternative design briefs and questions will be provided for each of the materials categories specified in the Design and Technology Study Design (wood, metal, plastic, fibres/yarn fabrics and industrial ceramics) to ensure that students who are familiar with working with these particular materials have access to the highest grades. Students will respond to these questions in writing and/or using graphic techniques. All areas of study and outcomes are examinable.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the role of the designer, factors affecting design and the techniques and methods used to develop and modify design options.
2. knowledge of design and production in industry.
3. understanding of aesthetic appeal and function of products and how they meet the needs of consumers
4. understanding of the role of marketing in design and development
5. understanding of the role of comparison and evaluation in design and production

FOOD AND TECHNOLOGY

End-of-year examination – Units 3 and 4

Description

Examination time – 1½ hrs

Contribution to study score – 30%

Students will answer a set of questions about product development and marketing, modified food products, food preparation and processing, and food production controls.

The examination will cover content from Units 3 and 4.

Students will answer a series of questions requiring responses of varying lengths set by an examination panel. The questions will be based on the areas of study and outcomes in Units 3 and 4. Each area of study will be approximately equally weighted on the examination paper.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the processes involved in the development and marketing of a food product
2. understanding of the development, properties and use of modified food products
3. understanding of food preparation and processing
4. understanding of food production controls in Australia's food industry

INFORMATION TECHNOLOGY: INFORMATION PROCESSING AND MANAGEMENT

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Students will answer questions based on the outcomes in Units 3 and 4. For some questions students will respond to stimulus material such as design briefs, organisational profiles, visual images. Each outcome in both units is examinable, but students will not be expected to use computers in the examination to produce solutions.

The weighting of each outcome identified for school-assessed coursework will be approximately reflected in the value of the questions in the examination. Questions will be of varying values. Where aspects of an outcome are not examinable, for example the implementation of a computer solution, the mark value of questions associated with the outcome will be adjusted accordingly.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of information systems and their use within organisations
2. knowledge of strategies and techniques for developing and evaluating solutions to information problems experienced in organisations
3. understanding of the relationship between the technical components of an information system and the capacity to produce and access electronic products
4. understanding of data integrity and information security protection strategies applied within organisations
5. understanding of project management
6. understanding of strategies and processes associated with information system development
7. understanding of the relationship between changes to an information system and their effects on the organisation and individuals

INFORMATION TECHNOLOGY: INFORMATION SYSTEMS

End-of-year examination – Units 3 and 4

Description

Examination time – 2 hours

Contribution to study score – 50%

Students will answer questions based on the outcomes in Units 3 and 4. For some questions students will respond to stimulus material such as design briefs, organisational profiles, visual images. Each outcome in both units is examinable, but students will not be expected to use computers in the examination to produce solutions.

The weighting of each outcome identified for school-assessed coursework will be approximately reflected in the value of the questions in the examination. Questions will be of varying values. Where aspects of an outcome are not examinable, for example the implementation of a computer solution, the mark value of questions associated with the outcome will be adjusted accordingly.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. understanding of the theory of systems analysis and its application
2. knowledge of tools and methods used in the analysis and design of information systems
3. understanding of the theory of systems design and its application
4. understanding of program development principles and their application
5. understanding of the relationship between information system components and their effects on the design of efficient solutions
6. understanding of information systems implementation and evaluation principles and their application

SYSTEMS AND TECHNOLOGY

End-of year examination – Units 3 and 4

Description

Examination time – 1½ hours

Contribution to study score – 30%

Approved materials and equipment – An approved calculator. One graphics calculator and/or one scientific calculator. **If a graphics calculator is used, the memory must be cleared prior to entering the examination.**

The examination will cover content from Units 3 and 4.

Students will answer a series of questions requiring responses of varying lengths set by an examination panel. Students will respond to these questions in writing and/or using graphic techniques. The questions will be based on the outcomes and areas of study in Units 3 and 4.

Examination criteria

The examination will address all of the criteria. All students will be examined against each criterion.

1. knowledge of technological concepts and principles associated with integrated systems
2. knowledge of technological concepts and principles associated with the control of integrated systems
3. understanding of the function of, and the interrelationships between, a system and its subsystems
4. understanding of the relationship between technological systems and the natural environment
5. understanding of the role of diagnosis, evaluation, adjustment and repair
6. understanding of the role of design in the production of a technological system