In this Unit students investigate the scope of techniques available to the analytical chemist, gaining an understanding of the chemistry involved as to how and why these techniques work. Students investigate organic reaction pathways and the chemistry of particular organic molecules, important in the synthesis of new medicines, and also the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Outcomes
The ability to:
- Evaluate the suitability of techniques and instruments used in chemical analyses S
- Identify and explain the role of functional groups S
- Construct reaction pathways S

Assessment Tasks
- Progress grade A+
- SAC 1 Part 1: Analytical Chemistry A+
- SAC 2: Written response - Organic reaction pathways A+
- SAC 3: Practical preparation of Aspirin A+

Learning Behaviours
- Term 1
  - Demonstrates an organised approach to learning Consistently
  - Contributes constructively to learning Consistently
  - Uses class time productively Consistently
  - Responds thoughtfully to feedback Consistently
- Term 2
  - Consistently

Unit Result: S

General Comment:
Alex is an able and hard-working student who has made excellent progress in Chemistry. Alex has shown an interest in the subject and has worked well in class, asking some very thoughtful questions. Alex’s assessments have all been of the highest standard, indicating that he has done some thorough revision outside of lessons. Alex needs to keep working through his past examination papers. He should feel very pleased with his semester’s work.
French 3

Teacher: Ms M L Jonas

Tutor: Mr G Tzikas

In this Unit, students learn to express ideas through the production of original texts, analyse and use information from spoken and written texts as well as exchange information, opinions and experiences. Students learn to respond critically to spoken and written texts which reflect aspects of culture and language of French speaking communities.

Outcomes

The ability to:

Express ideas through the production of original text  S
Analyse and use information from spoken texts  S
Exchange information, opinions and experiences  S

Assessment Tasks

Writing skills: Personal/Imaginative  A
Aural skills  A
Reading skills  A
Oral skills  A+
Grammar/vocabulary tests  A

Learning Behaviours

Term 1  Term 2
Demonstrates an organised approach to learning  Consistently  Consistently
Contributes constructively to learning  Consistently  Consistently
Uses class time productively  Consistently  Consistently
Responds thoughtfully to feedback  Consistently  Consistently

Unit Result: S

General Comment:

Alex is an excellent language student. He made a commendable effort thus far in his study of French and gained a thorough understanding of the major topics relating to Youth, Humanitarian Aid and Environment. He worked particularly well in the preparation of his SACs and implemented feedback provided in order to improve his written and spoken expression, achieving a most pleasing standard of results in these assessment tasks. His broad knowledge of vocabulary enhances his performance in listening and reading comprehension tasks. However, he needs to further develop exam technique in order to fully respond to the questions posed and provide the information sought. Hence, in working within a restricted time frame, he must also be less hasty in order to avoid carelessness. Alex's knowledge of grammar is very strong and his expression is mostly accurate. However, he would benefit from proof reading his work more closely and paying attention to minor details. When writing essays, he shows good planning and appropriate elaboration of ideas. Alex performs well in oral tasks and he displays an accurate pronunciation in French, showing a very good understanding of French phonics. Nonetheless, he should pay closer attention to vowel sounds. He generally responds well to impromptu questions and provides a good level of detail. Alex is an independent learner but is also encouraged to seek assistance when required and to continue doing practice exams within the required time frame. I look forward to his ongoing enthusiasm and dedication to improving his performance in this subject.

^ Indicates that this student studies English as a Second Language

GRADING SCALE

H = High  M = Medium  L = Low
A / A+ = Excellent  B / B+ = Very Good  C / C+ = Good  D / D+ = Adequate  E / E+ = Minimal  UG = Ungraded
NA = Not Assessed  NS = Not Submitted  S = Satisfactory  N = Not Satisfactory

UG = Ungraded  Very Good  Good  Adequate  Minimal  Ungraded
Consistently  Mostly  Sometimes  Rarely  Not Assessed

Not Assessed

Not Assessed
Latin 3

Teacher: Mrs S M Durham
Tutor: Mr G Tzikas

In this Unit students learn in detail all the grammatical aspects of accidence and syntax. Students develop a critical awareness of the content, context and style of seen passages. Students develop the ability to translate fluently and accurately both seen and unseen passages from Latin into English.

Outcomes
The ability to:
- Identify and explain a range of grammatical forms S
- Analyse seen passages S
- Translate seen and unseen passages S

Assessment Tasks
- Seen translations SAC A+
- Grammar SAC A+
- Comprehension SAC A+
- Unseen translations SAC A+

Learning Behaviours
- Term 1
  - Demonstrates an organised approach to learning Consistently
  - Contributes constructively to learning Consistently
  - Uses class time productively Consistently
  - Responds thoughtfully to feedback Consistently
- Term 2
  - Demonstrates an organised approach to learning Consistently
  - Contributes constructively to learning Consistently
  - Uses class time productively Consistently
  - Responds thoughtfully to feedback Consistently

Unit Result: S

General Comment:
Alex has achieved some outstanding results for Unit 3 SACs. He has clearly prepared for each SAC and shown a high level of understanding of the Cicero set text. His responses have been cogent and well-considered revealing a significant amount of preparation and effort. In addition, his unseen translation skill is improving further and he has shown that he can cope with the more complex passages. I am confident that Alex has mastered many of the skills he requires to achieve the top grade. He is on course to excel in Unit 4.

GRADING SCALE

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| UG | Ungraded |

| NA | Not Assessed |
| NS | Not Submitted |
| S | Satisfactory |
| N | Not Satisfactory |

^ Indicates that this student studies English as a Second Language
Literature 3

Teacher:  Ms S L Mulready  
Tutor:  Mr G Tzikas

The study of Literature is a means of exploring human experience. This Unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of a text affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Outcomes
The ability to:

- Analyse how meaning changes when the form of a text changes  
- Analyse, interpret and evaluate the views and values of a text  
- Evaluate views of a text and make comparisons with their own interpretation

Assessment Tasks

- SAC 1: Adaptations and transformations  A+
- SAC 2: Views, values and contexts  A+
- SAC 3: Considering alternative viewpoints  A+

Learning Behaviours

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Unit Result:  S

General Comment:
Alex is a talented student of Literature who has achieved excellent results throughout the semester. He has a sophisticated understanding of the texts studied and he engages well with the nuances of language and the concepts explored in the subject. He has worked consistently to develop his skills and his written work is fluent and polished. Alex made a good start with his recent exam-style essay and I would encourage him to keep working in this area, as practice is needed. I look forward to another positive semester from Alex.
Specialist Mathematics consists of the following areas of study: "Function, Relations and Graphs", "Algebra", "Calculus", "Vectors" and "Mechanics". The development of course content should highlight mathematical structure and proof. All of this material must be covered in progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

Outcomes

The ability to:

- Define concepts and processes and use them routinely
- Use skills in non-routine contexts
- Use technology appropriately

Assessment Tasks

- Tests
  - SAC 1 - Analysis task: A+
  - SAC 2 - Analysis task: A+

Learning Behaviours

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<td>Mostly</td>
</tr>
<tr>
<td>Responds thoughtfully to feedback</td>
<td>Consistently</td>
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</table>

Unit Result: S

General Comment:

Alex continued to perform flawlessly in Specialist Mathematics achieving excellent results in all assessed tasks. He has good question interpretation skills and a clear understanding of the ideas and algorithms involved. Alex has an excellent knowledge of applicable techniques and is capable of careful, reasoned analysis and of communicating his solutions clearly, in the most appropriate form, with precision and effectiveness.
This report is an overview of the student's involvement during the semester

House Report

Tutor:
Alex enjoys a successful, rich and varied life at MGS. Within both the academic and extracurricular areas of school life Alex is excelling and importantly remains highly respected as a person who genuinely cares about the MGS community. There is not much more to say. I wish Alex all the best for the very important school term that is fast approaching. I am more than confident he will continue to attend to his remaining responsibilities for the year with the same level of care and focus that Alex has brought to everything he has done during his time at MGS. He should be very proud how he has grown and matured over the years at Senior School.

Head of House:
Creese House has benefited greatly from Alex's quiet support and guidance this year. He has balanced a careful commitment to his academic progress as well making tremendous gains with his cross-country running times and maintaining involvement in the School Orchestra. As Vice-Captain of the House I am appreciative of the intelligent advice and common sense that he brings to the Creese leadership team.

Tutor: Mr G Tzikas

Head of House: Mr D McCoppin
Senior School Alexander J Gruen
Semester 1 (End of Semester) 2015 Year 12 Creese House

School Report: Senior School

Melbourne Grammar School
AN ANGLICAN SCHOOL

Instrumental lessons are designed to establish and extend students’ musical knowledge and skills in performing, preparing and listening. Students have been required to: extend their musical repertoire, better their technique, develop their aural capacity, prepare for lessons, extend their musical knowledge and develop their sight-reading.

Outcomes

The ability to:

- Develop skills in solo performance S
- Prepare the solo repertoire S
- Develop skills in aural perception S

Assessment Tasks

- Performance of repertoire B
- Technique B
- Aural C
- Preparation A
- General knowledge B
- Sight reading B

General Comment:

Alex has made very good progress on the trumpet this semester. His range is improving and his tone is getting stronger and I would encourage him to keep challenging himself in these areas. Long tones which crescendo and diminuendo are a good device for this purpose. Our focus has been on preparation of material for Symphony Orchestra concerts, Mid-Year concert and working on parts for ‘the Producers’. Alex's performance at all the concerts has been excellent and preparation on 'the Producers’ is progressing well. He should be pleased with his achievements. Alex is an enthusiastic student and I am pleased with his progress.
Instrumental lessons are designed to establish and extend students’ musical knowledge and skills in performing, preparing and listening. Students have been required to: extend their musical repertoire, better their technique, develop their aural capacity, prepare for lessons, extend their musical knowledge and develop their sight-reading.

Outcomes

The ability to:

- Develop skills in solo performance
- Prepare the solo repertoire
- Develop skills in aural perception

Assessment Tasks

- Performance of repertoire
- Technique
- Aural
- Preparation
- General knowledge
- Sight reading

General Comment: