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Glossary of Terms

Assessment
In Units 3 and 4 the student’s level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.

Assessment task
A task set by the teacher to assess students’ achievements of unit outcomes (see also Outcomes).

Australian Tertiary Admission Rank (ATAR)
The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Authentication
The process of ensuring that the work submitted by students for assessment is their own.

Chief Assessor
An expert appointed by the Victorian Curriculum and Assessment Authority in each study to supervise the marking of the external examination(s) in that study.

Coursework Assessment
See School-Assessed Coursework.

Equivalent Qualification
For applicants who have recognised qualifications at Year 12 level or above, obtained either interstate or overseas, the Victorian Curriculum Assessment Authority issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

Examinations
Unit 3 and 4 external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November.

General Achievement Test (GAT)
The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn’t count towards students’ VCE graduation, but students’ GAT results are reported to them with their Statement of Results.

Graded Assessment
All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-Assessed Tasks.

Outcomes
What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

Satisfactory Completion
The school’s decision that a student has demonstrated achievement of outcomes for a unit. Students receive an ‘S’ for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an ‘N’ for it.

School-Assessed Coursework (SAC)
A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students’ achievement of Unit 3 and 4 outcomes.

School-Assessed Task (SAT)
A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester
One half of the academic year. Most units are completed in one semester.

Sequence
Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provisions
Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks
For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

Statement of Marks – Study Score
A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results.

Statement of Results
The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.

Statistical Moderation
The process used to ensure that schools’ assessments are comparable throughout the State. It involves adjusting each school’s coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Studies
The subjects available in the VCE.

Study Design
A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students’ work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score
A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students’ results in school assessments and examinations.

Units
The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VCE Certificate
The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.

Victorian Curriculum and Assessment Authority (VCAA)
The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

Vocational Education and Training (VET)
Nationally recognised vocational certificates now integrated within the VCE.

VTAC
Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the application process. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).
The Victorian Certificate of Education

This handbook outlines the way the VCE is administered at Newhaven College. It should be regularly consulted and is an essential guide for all VCE teachers and students.

Successful Completion of the VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as mathematics and history. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction normally over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment and one external examination. Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded).

Minimum Requirements

The minimum requirement is satisfactory completion of 16 units, which must include:
- Three units from the English group, with at least one sequence at Unit 3 and 4 level
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

At Newhaven College students undertake the following:
Year 11: 6 subjects, which includes at least one study from the English group of units (English, English Language, Literature)

Year 12: 5 subjects, which includes at least one study from the English group of units (English, English Language, Literature)

The VCE may include an unlimited number of units of Vocational Education and Training (VET). A School-Based New Apprenticeship (SBNA) also provides the opportunity for two or more units to go towards the VCE. Students may sometimes be given permission by the Academic Board to study less or more units to enable them to negotiate the challenge of the VCE. Year 11 students may study Units 3 and 4 with the approval of the Director of Studies or the VCE Coordinator.

Mature Age Students - Newhaven College welcomes discussion on the enrolment of adult/mature age students on either a part-time or a full-time basis.

VCE Curriculum

The Studies offered by Newhaven College will depend on student numbers. Subjects offered are determined by the Director of Studies in consultation with the Head of Senior School and the Principal and will cover a variety of interests and academic rigour. The selections are reviewed annually to ensure that we offer courses that reflect student needs and where possible, we endeavour to fulfil student programs.
Selecting VCE Units

Each VCE study or subject is divided into four units: Units 1, 2, 3 and 4. In most cases students are able to enter particular studies at the commencement of Units 1, 2 or 3. Units 3 and 4 form a consecutive sequence. Once a student has selected Unit 3 of a particular study, he or she must also select Unit 4.

When choosing subjects students should consider their:
- Interests
- Abilities
- Possible career paths
- Qualifications required for those careers
- The prerequisites for particular tertiary courses.

Students considering a Unit 3-4 study in Year 11 must have achieved strong academic grades in Year 10, particularly in key learning areas relevant to the particular Year 12 subject under consideration. Each request to undertake a Unit 3-4 study at Year 11 will be considered on its merits. To approve a student selecting a Unit 3-4 subject, the Head of Faculty will look at a student's overall performance in Year 10. The expectation is that they will have at least a B+ average across all subjects. Please contact the Director of Studies or VCE Coordinator for more information.

Please note: There are a number of studies where, should a student have not studied and successfully completed a particular sequence of Units 1-2, entry to Unit 3 will be prevented. Such subjects include:
- Mathematical Methods
- Specialist Mathematics
- Chemistry
- LOTE (Japanese).

In the case of Accounting and Physics, it is highly recommended that students have studied and successfully completed at least Unit 2 before choosing Units 3-4. Prior knowledge is also appropriate with Music and VET Music. With respect to other studies it is highly recommended to have studied either Unit 1 or 2 before selecting Unit 3, however, this is not imperative.

Special note regarding Mathematics:
- General Mathematics (1-2) leads to Further Mathematics (3-4).
- Mathematical Methods (1-2) may lead to Units 3-4 in Further Mathematics, Mathematical Methods and/or Specialist Mathematics.
- Specialist Mathematics (3-4) can only be undertaken if Mathematical Methods (3-4) is also being studied.
- Only two Unit 3-4 sequences of Mathematics count towards the ATAR (Australian Tertiary Admissions Rank).

When a student begins VCE they sign a VCE enrolment form; the signing of the VCE enrolment form by individual students in a VCE course shall be binding. Such signing indicates that the student understands that they are undertaking to meet the College and the Victorian Curriculum and Assessment Authority’s rules and requirements. Therefore, it is essential that the material in this handbook be fully understood.

Each student:
- Can expect to receive an outline of assessment tasks and learning outcomes as well as grade criteria for assessment tasks
- Shall be given a list of due dates and an assessment schedule (note that this may be revised)
- Shall be given the opportunity to undertake specific training in examination techniques and revision practices
- Shall sign and update his/her enrolment form as required by the College on behalf of the VCAA.

Policy Making

The VCE Coordinator, in consultation with the Head of Senior School and Director of Studies, is responsible for the smooth and efficient implementation of the VCE at Newhaven College. The school’s VCE Subject Administrative Handbook is reviewed annually and, in accordance with VCAA guidelines, decisions relating to the VCE are final after approval by the Principal.
Administration of the VCE

The VCE Coordinator is responsible for liaising with the VCAA, monitoring the implementation of the VCE, overseeing the performance of VCE students (in conjunction with the Head of Senior School and Director of Studies) and approving all VCE academic related activities. The Personal Assistant to the Head of Senior School is responsible for communicating with the VCAA via the VASS system. A VCE Administrative Panel is responsible for hearing appeals or adjudicating disputes in respect of the VCE. The Principal will determine the membership of this panel.

Satisfactory Completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks and class work designated for the unit. The key knowledge and skills and the Advice for Teachers included in the Study Design will assist teachers in making this judgment. The judgment of satisfactory completion is a school responsibility.

To achieve an outcome the student must:
- Produce work that meets the required standard
- Submit work on time or under negotiated timelines
- Submit work that is clearly his or her own
- Observe the VCAA and school rules
- The teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

Please Note: Examinations do not determine an ‘S’ or ‘N’ grade.

At Year 11 level examinations are extremely important as part of preparation for Unit 3 and 4 studies, however, it is work undertaken during the semester which determines whether learning outcomes have been achieved. (Similarly Trial examinations are held in the September Holidays for all Unit 3 & 4 VCE Studies, as part of their examination preparation.).

Changing or Withdrawing from Courses

Students wishing to change their courses must first collect a Change of Course form (Appendix 1) from the VCE/VET Coordinator and then discuss their plans with the subject teacher and the Director of Studies. A student will not be able to change courses until the form is complete and submitted to the VCE/VET Coordinator. The completed form is then kept in the student's VASS file. The VASS Coordinator will then submit a Change of Entry Information to the VCAA. Heads of Year Level will be informed of all course changes. Late changes or changes that may affect a student’s pathways may require a meeting with the Academic Review Board.

Deadlines

A deadline is a due date when a task shall be completed and submitted. Teachers should avoid altering deadlines after they have been announced. If a deadline cannot be met, a student must seek an extension. Extensions will not be given orally.

Extensions

Students seeking extensions are bound by the following rules:
- The application for an extension must be in writing on the standard form (Appendix 2). This form must be collected from and returned to the VCE/VET Coordinator.
- Applications will be judged on their merits.
- The maximum extension that may be given is two weeks. (Unless circumstances warrant longer).
- Late work must be personally submitted to the teacher or submitted at the student access window to be date stamped and placed in the teacher’s pigeonhole.

If a student applies for a high number of extensions, the Head of Senior School, Head of Year Level and parents will be informed. Review by the Academic Review Board may be applicable.
Resubmission

**Units 1-2:**
Students may be permitted to resubmit unsatisfactory work up until the end of the semester. This can be negotiated individually for satisfactory completion of a unit to occur. At times a student’s circumstances warrant extending the timeline beyond the end of the semester. The decision to allow a student to resubmit work is a serious one. It is not a right of the student’s and occurs in exceptional circumstances. Subject teachers, the Head of House, the Head of the Student Support Services and the Head of Senior School all have an important role to play in keeping communication current and frequent in these exceptional circumstances.

**Units 3-4:**
If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out in Satisfactory Completion, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students **may not** resubmit tasks for the reconsideration of coursework scores awarded by the school. Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow for a student to complete or resubmit work.

Lost or Damaged Work

It is the responsibility of students to see that work is handed to the teacher and that the work submitted has been recorded as being received. Work must not be left on teachers’ desks but handed in during class time in accordance with deadline requirements. If the teacher is unavailable, the work should be personally delivered to staff at reception to be date stamped and placed in the teacher’s pigeonhole. Where work is lost or damaged it must be reported to the VCE coordinator. A student who has lost or damaged work will need to complete a standard form (Units 1 and 2 – Appendix 3 or Units 3 and 4 [for SATs only] - Appendix 7). The Academic Board acting on advice from the VCE Coordinator and the teacher, shall determine an assessment for the student. Disputes about lost or damaged work unable to be resolved by the above process will be referred to the VCE Administrative Panel.

Note that none of this applies to work lost or damaged due to computer misuse or malfunction. Students are responsible for proper management of computer material by ensuring that:
- There is an alternate system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

Special Provision (for Curriculum Delivery)

Special provision will be made by arrangement with the Head of Senior School, the Head of Student Support Services and the VCAA to accommodate certain VCE students:
- Students experiencing significant hardship (physical or psychological) during their VCE
- Students with disabilities or impairments, including learning disabilities.

A VCE support group would be set up which may include an aide, using the flexibility of the VCE in setting tasks, or other arrangements. Students applying for Special Provision are to complete the form in Appendix 8. Supporting documents are required when applying for Special Provision. This documentation may take the form of medical certificates, reports from Youth Workers, etc.

Special Provision (for school-based assessment) Units 3-4

A student may be eligible for Special Provision if during the completion of any of the following tasks, he or she is adversely affected by Illness (either acute and/or chronic), Impairment (long term) and Personal circumstances;
- Coursework
- School-assessed Tasks
- Examinations
- The GAT.

Students do **not** have grounds for Special Provision if they:
- Take on leadership positions in the school or in the community (including work opportunities)
- Are absent from school or study for prolonged periods without evidence of significant hardship
• Are comparatively unfamiliar with the English language as their only disadvantage
• Are affected by teacher absence and other teacher-related difficulties
• Are affected by faulty technology in the preparation of work or when undertaking tuition (i.e. classes by video link)
• Misread an examination timetable or an examination paper
• Are affected by time-tabling difficulties within the school
• Are affected by issues related to distance.

Students must either complete the form in Appendix 8 (for longer term Special Provision) or Appendix 5 (for re-scheduling of tasks). Special provision may take one or more of the following forms:
• Provision of facilities and technology
• Appropriate assistance to complete set tasks
• Sit a substitute task
• Re-scheduling of an assessment task
• Extra time to complete the task
• Rest breaks within the task period
• Use of estimated grades (exceptional circumstances)
• Using another planned task to assess more outcomes or aspects of outcomes than originally intended
• Special Examination arrangements
• GAT exemption.

Special Provision (external assessment)

Special Provision and estimation of grades at the school level will compensate for any disadvantage on internal assessment. A single score for all school-assessed work will be provided to VCAA.

External examinations have different arrangements. If a student experiences illness, personal trauma or other circumstances occurring immediately before or during the examination period, which affects their performance, they can apply for a Derived Examination Score. The Application for a Derived Examination Score can be obtained from the VCE Coordinator. The student completes the application and submits it to the VCE Coordinator who then forwards it to VCAA. The application must reach VCAA no later than seven days after the student's last scheduled examination. An external panel determines whether the application is successful and students have a 7-day right of appeal. Please note that a DES cannot be granted for the GAT. A two-week period prior to the examination is considered to be “immediately before”. The application must have documentation supporting the application (Appendix 8). If a student is granted a Derived Examination Score (DES) by the VCAA they will receive an estimated score derived statistically from the student’s other assessments. The school does not provide the estimate.

Consideration of Disadvantage (Units 1 and 2 only)

For Units 1 and 2, students seeking consideration must apply to the VCE Coordinator on the standard form. (Appendix 4). Some corroborating evidence must accompany the application for Special Consideration, e.g. Medical Certificate. Applications must be submitted before the last day of the Semester. If a learning outcome has not been satisfied and there are sufficient grounds for consideration, the VCE Coordinator will decide in consultation with the student's teacher whether an 'S' will be awarded.

Authentication

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student's work may be copied from any other person's work. Students are advised to keep rough notes or some evidence that the final product is the result of the students' research and drafting.

Authentication is only possible if teachers review the students' progress within class time. Learning outcome tasks/SACs are fundamental to the course and must be substantially completed within class time. A student may not accept undue assistance from any other person in the preparation and submission of work. Plagiarism will not be tolerated. Teachers should explain to their students how to reference material with footnotes and bibliographies. The teacher will monitor the development of the task. The teacher will keep a record of this process.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the outcome task at or about the time of submission of the work. If the teacher is not satisfied that the work is the student's own then the student may be required to:
• Provide evidence of the development of the work
• Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
• Provide samples of other work
• Complete, under supervision, a supplementary assessment task related to the original task
• Attend an interview or complete a test to demonstrate an understanding of the work.

Evidence required to be kept by Teacher

The evidence required to substantiate a breach of authentication should include the following:
• A record of student attendance
• The teacher's Authentication Record (for School-assessed Tasks)
• A record of the teacher(s) judgment about the authenticity of particular work
• The piece of work identified as breaching authentication requirements
• Work of other student(s) work which is similar or identical to that presented by the student in question
• Samples of other work produced by the student to provide a comparison of work which the school has been able to authenticate with that which it is unable to authenticate
• A copy of relevant source material from which unacknowledged work was obtained
• A record of the outcome of any interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate his/her understanding of the work
• Any admission from the student that work submitted was not his or her own.

If the subject teacher is satisfied that a student has submitted work that is not his or her own, or that a student is in breach of other rules relating to school assessment, then the Head of Senior School acting on advice from the Academic Review Board shall determine what action should be taken.

The following penalties for a substantive breach of the rules are to:
• Reprimand a student
• Make other arrangements for the re-submission of the outcome task
• Cancel the result for a specific task or cancel the total assessment for the unit concerned.

If such a decision is made (Unit 3-4):
• The VCE Coordinator shall report to the VCAA the details of cases in which the school has determined that a breach of discipline has occurred and the penalty, which has been applied
• In all cases in which a satisfactory completion decision for a unit, or a learning outcome, has been cancelled by the school as a result of school discipline procedures, the student shall have a right of appeal to the VCAA Discipline Committee, provided that the student, within 14 days after the date on which the Head of Senior School written decision was given to the student, gives written notice to the VCAA of his or her intention to appeal
• The VCAA Discipline Committee, after taking advice and after giving the student an opportunity to be heard and after receiving a report from the Head of Senior School concerning the matter, may recommend to the VCAA or its delegate that it confirm, quash or vary the determination of the school.

In varying the determination of the school, the VCAA Discipline Committee may direct that the Principal impose an appropriate penalty from those listed above. Teachers must monitor all School Assessed Tasks and any Coursework undertaken outside class time closely. A standard form must be signed by all students. Each SAT must be accompanied by the appropriate Authentication record (distributed by the VCE Coordinator) monitoring a student's work in progress. This form is the responsibility of the teacher.

SACs (Authentication)

As Coursework tasks are done mainly in class and within a limited timeframe, the policy in relation to drafting for these tasks is different to those concerning School-Assessed Tasks. Authentication records by the teacher are not officially required for Coursework assessment in class, however, records kept of sightings of work is advantageous. In cases of a possible breach of rules, a student may be required to provide evidence of the development of work, for example drafts. The teacher will not have signed these drafts. Otherwise, the procedures for breach of rules should be followed.

Students must not submit the same piece of work for completion of more than one outcome task. Students must not submit the same piece of work for assessment in more than one AT.

Assessment

Newhaven College is committed to preparing our students for Tertiary Studies. Given that entrance to Universities will be based on the aggregate of Unit 3-4 AT scores, it is important that our students experience Assessment Tasks in Year 11 units.
In Units 1 and 2, teachers must set Assessment Tasks of which at least one is an examination. Teachers must set similar tasks to those, which students will encounter in Units 3 and 4. These tasks need not be daunting and should flow naturally out of the set learning outcomes. It is essential that students be given the criteria for assessing these Assessment tasks before attempting them. An Examination week is held at the end of each semester for Year 11 students. These assessment tasks do not determine whether or not a student satisfactorily completes the unit (See Satisfactory Completion above).

Assessment Tasks

Students may successfully complete their VCE by completing all class and coursework but not sitting external examinations. Some students may consider this option for Units 1-2 but approval must be given by the Head of Senior School on advice from the Academic Review Board (Appendix 6). For Unit 3-4 studies, students must apply for Special Provision (Appendix 8), which is assessed by the VCAA. We are happy to assist students with this process, however students should note that the VCAA employs independent assessment, and students may be required to present substantiating documentation. Most students will attempt the ATs because, on the basis of their AT results, an Australian Tertiary Admissions Rank (ATAR) will be calculated which will determine eligibility for Tertiary and TAFE Courses.

Units 3 and 4 Studies comprise of internal tasks as well as at least one AT under examination conditions. There is one major examination period during the year in October/November. The General Achievement Test (GAT) will occur on 10 June 2015. There will be a study time before the October/November examinations, as well as trial examinations in the final week of the Term 3 holidays. The VCAA’s appointed assessors correct examination papers and conduct assessment for oral and performance examinations. All students enrolled in a Unit 3-4 sequence (including VET scored sequences) must sit the General Achievement Test (GAT) in June.

Classes which have less than five students, are encouraged to combine with a class from another school for the requisite assessment. Initial contact is made to a school. Once partnership is agreed, the details must be given to the VCE Coordinator and entered on VASS.

Points to Know Regarding Assessment Tasks:
- Teachers are able to release SAC results to students before the VCAA releases the results.
- Teachers may not release SAT results as they are statistically moderated against examinations.
- It is vital that students are aware that the total results of all SACs and SATs are statistically moderated against examination results therefore making initial school results subject to change.
- Teachers are encouraged to provide feedback to students with relation to SACs and SATs in the following ways:
  - Advice on particular problem areas
  - Advice on where and how improvements can be made for further learning
- All students must sign a letter acknowledging the possibility of changes to SAC/SAT scores before teachers are able to release the scores to students.
- Students are permitted to resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit tasks for the reconsideration of coursework scores awarded by teachers.

Assessment

Students should bear in mind the nature of the assessment within a subject. For example, some subjects, such as Dance or Music are performance based and assessment will be based on some prior learning. Similarly, some art and technology subjects require the development of a folio, Students are advised to undertake no more than two ‘folio subjects’. Many other studies require students to develop skills in producing sustained pieces of writing based on research or knowledge of the texts or other content material. Please speak to the Director of Studies or your subject teacher for more information.

Reporting and Interviews

Newhaven College has introduced Continuous Reporting, meaning that both Students and Parents can access student results and feedback as the year progresses. This can be accessed through the Online Portal SEQTA Learn and SEQTA Engage (for Parents) and is designed to help facilitate up-to-date feedback and improvement strategies for students. Although the statement of results from the VCAA simply indicates when a student has passed (‘S’), our Year 11 reports will include Grades (A+ to E) and ‘S’ (Satisfactory) or ‘N’ (unsatisfactory completion). A ‘J’ result will be given where the student withdrew late and did not complete outcomes due to exceptional circumstances.

Parent/Teacher Interviews are also held twice yearly, in Term 1 and Term 3. Newhaven College Staff welcome dialogue with parents on student progress and are happy to meet with parents by arrangement. Please contact Reception to arrange a time.

Whilst students studying Unit 3-4 Subjects get internal results, these are used to provide a ranking of students, with the final results determined by the VCAA. Final results for VCE 3-4 Subjects form part of the ATAR and are released by the VCAA in
December. Students may access results in Unit 3-4 studies via the Internet, phone or SMS text messaging. Results are also posted out to students.

**Study Scores**

For each student, the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3-4 VCE study which has been satisfactorily completed and for which the student has received grades for the various school-assessed work components and the examinations. The Study Score is a score on a scale of 0 to 50 showing the students achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.

<table>
<thead>
<tr>
<th>Study Score (Relative Position)</th>
<th>Percentage of students above this position (approximate)</th>
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<tbody>
<tr>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
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<tr>
<td>35</td>
<td>24</td>
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<td>30</td>
<td>50</td>
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<tr>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>92</td>
</tr>
</tbody>
</table>

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR). Note that it is the VCAA which calculates the Study Score and the Victorian Tertiary Admissions Centre which calculates the ATAR.

**Course Auditing**

Each year the VCAA will audit schools’ Coursework assessments in each study in a number of schools. The audit material requested will be supporting documentation from teachers which should include:

- Details of each task set by the teacher
- Details of the assessment criteria and marking scheme used by the teacher for each task.
- A sample of student work may be required.

**Distance Education**

A small number of students have studied VCE and VET subjects via Distance Education. To tackle VCE or VET units of study by Distance Education, a student will need to have a history of being a motivated, independent learner and have no possible alternative to the subject wishing to be studied within the school’s curriculum. In 2017 the study of a subject via Distance Education cost approximately $2000. Studies previously completed under these circumstances have included VCE French, VCE Italian, VET Equine Studies. Please speak to the VCE Coordinator and Careers Advisor for further information.

**Computing Guidelines**

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

**Withdrawal from VCE**

Students who wish to completely withdraw from their VCE studies must complete a VCE Withdrawal form (Appendix 9). Withdrawal without penalty must be done in accordance with VCAA guidelines and adhere to their published deadlines. Withdrawal after these dates will result in the student receiving a result of ‘N’ (Not Satisfactory) for that Unit and this result in recorded on their overall VCE.
Attendance Policy

The correlation between school attendance and student achievement levels is well established. The more time students spend at school, the more likely they are to experience school success. Conversely, according to a report for the Victorian Auditor General, students who are regularly absent from school are at the greatest risk of dropping out of school early and experiencing long term unemployment. Students will also be competing with those from other school who have attended 100% of their classes and are at an obvious disadvantage. Our Attendance Policy is designed to give students the fairest possible circumstances under which to complete their VCE.

The aims of the attendance policy are:

1. To ensure a high standard of education at Newhaven College and the achievement of the best possible results by students undertaking their VCE
2. To ensure that students attend class time in order to undertake the required coursework and to complete assessment tasks
3. To provide enable judgements of authentication to be made through observations of students at work
4. To ensure that the rules and regulations of the VCE are satisfied as required by the VCAA.

Guidelines:

1. Students are expected to attend ALL scheduled lessons of a unit (excluding absences due to excursions, sports carnivals or other school requirements).
2. Students who do not attend 95% of the scheduled lessons will be required to meet with the Academic Review Board and may receive an 'N' for the Unit if the absences are unexplained.
3. It is expected and required that personal appointments will be made out of class time.
4. Teachers will monitor the attendance of students in their classes and rolls will be marked every lesson.
5. The Office will maintain records of attendance and these will be monitored by the Home Group Teachers, Heads of Year Level and Head of School.
6. Students are required to stay on campus for the entire school day.
7. Students who arrive late must sign in at the Student Access Window with a signed note from a parent/guardian.
8. Students who have a legitimate reason for leaving the school early must supply an appropriate written note from the parent/guardian and sign out at the Student Access Window. Failure to provide a satisfactory written note will require phone contact to be made with a parent/guardian and may result in departure being delayed or denied.
9. During study periods, students must be working in the study rooms in the Year 12 Centre or in the library.
10. Attendance at home group meetings, year level meetings and school assemblies is compulsory.
11. Under VCAA guidelines, there is no appeal to the VCAA if you are penalised for breaching school attendance rules.

When a student is absent:

1. A parent/guardian must ring the College on 03 5956 7505 or email on the morning of the absence. reception@newhavencol.vic.edu.au
2. A medical certificate or an absence note written and signed by a parent/guardian must be submitted directly to the Student Access Window on the student’s return to school.
3. Absence notes must be considered to be satisfactory by the College meaning that the reason for absence is acceptable and that the note and signature is genuine.

When is a medical certificate required?

1. A medical certificate is required for absences of more than two consecutive days
2. A medical certificate is required for absences on days when SACs or SATs are due
3. The medical certificate must be attached to a note from the parent/guardian and submitted to the Student Access Window
4. A grade of zero will be awarded to SATs and SACs when absences due to illness are not supported by a medical certificate.

Unauthorised Absences

Unauthorised absences are absences not related to illness or unavoidable and extenuating circumstances. Examples of unauthorised absences include hair appointments, driving lessons, missing the bus and shopping.

1. Absences from class which are unauthorised will result in an after school detention.
2. After three unauthorised absences from school or class the parent/guardian will be contacted by the Head of House or Head of School to determine the consequences.
VCE Study Choice

In choosing studies for 2018, current Year 10 and 11 students should consider the following:

- Personal interest and ability
- Teacher advice
- Prerequisite studies
- Victorian Tertiary Entrance Requirements (VicTER).

Arts

Unit 1&2 - Media
Unit 3&4 - Studio Arts
Unit 1&2 - Visual Communications Design
Unit 3&4 - Visual Communications Design

Performing Arts

Unit 1&2 - Drama
Unit 1&2 - Music Performance
Unit 3&4 - Theatre Studies

Science

Unit 1&2 - Biology
Unit 3&4 - Chemistry
Unit 1&2 - Environmental Science
Unit 3&4 - Environmental Science
Unit 1&2 - Physics
Unit 3&4 - Physics
Unit 1&2 - Psychology
Unit 3&4 - Psychology

Technology

Unit 1&2 - Computing
Unit 1&2 - Food Studies
Unit 3&4 - Food Studies
Unit 1&2 - Product Design & Technology (Wood/Metal/Plastics)
Unit 3&4 - Product Design & Technology (Wood/Metal/Plastics)
Unit 1&2 - Product Design & Technology (Textiles)
Unit 3&4 - Product Design & Technology (Textiles)
Unit 1&2 - Systems Engineering
Unit 3&4 - Systems Engineering

VET at Newhaven College

Year 1 - 22216VIC Cert II Building and Construction
Year 2 - 22216VIC Cert II Building and Construction
Year 1 - CUA30915 Certificate II in Music Industry
Year 2 - CUA30915 Certificate II in Music Industry

Languages

Unit 1&2 - Japanese
Unit 3&4 - Japanese

Mathematics

Unit 1&2 - General Mathematics
Unit 3&4 - Further Mathematics
Unit 1&2 - Mathematical Methods
Unit 3&4 - Mathematical Methods
Unit 1&2 - Specialist Mathematics
Unit 3&4 - Specialist Mathematics
Study Descriptions

Accounting Units 1-4

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.
Biology Units 1-4

Biology seeks to understand and explore the nature of life, past and present.

VCE Biology enables students to investigate the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

An important feature of VCE Biology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, fieldwork, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth. A student investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen. A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

Unit 4: How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population’s gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species. A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.
Business Management Units 3-4

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Chemistry Units 1-4

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

An important feature of VCE Chemistry is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: How can chemical processes be designed to optimise efficiency?

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

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier’s principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: How are organic compounds categorised, analysed and used?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.
Computing and Informatics Units 1-2

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network.

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines each component of an information system (data, people, processes and digital systems) and how their interrelationships affect the types and quality of digital solutions.

Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

**Unit 1: Computing**

In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. There are three areas of study: Data and graphic solutions; Networks, and Collaboration and communication and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.

**Unit 2: Computing**

In this unit, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. There are three areas of study: Programming, Data analysis and visualisation, and Data management and they draw on the four study concepts of Approaches to problem solving, Data and information, Digital systems and Interactions and impact.
Drama Units 1-2

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:
- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia’s first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.
Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Unit 1: The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.
English/EAL Units 1-4

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.
Environmental Science 1-4

VCE Environmental Science enables students to understand Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore how the relationships between these systems produce environmental change over a variety of timescales. They investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

An important feature of VCE Environmental Science is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory investigations, fieldwork that may also involve use of technologies and sampling techniques, case studies, simulations, animations, literature reviews and the use of local and global databases. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both longer and shorter term consequences for the individual, the environment and society.

Unit 1: How are Earth’s systems connected?

In this unit, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore the physical requirements for life and consider the effects of natural and human-induced changes in chosen ecosystems. They investigate the physical environment and its components, the function of local ecosystems, and the interactions that occur in and between ecological components over different timescales. Students monitor and measure biotic and abiotic components of their local ecosystems.

Unit 2: How can pollution be managed?

Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives.

Students distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students choose and compare three pollutants of national and/or global significance and discuss management options. They consider how values, beliefs and evidence affect environmental decision-making.

Unit 3: How can biodiversity and development be sustained?

In this unit students apply sustainability principles to examine environmental management. They explore the value and management of the biosphere by considering the concept of biodiversity and the services provided to all living things. Students analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a chosen threatened endemic species. They use a selected environmental science case study to explore management at an Earth systems scale.

Unit 4: How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long term consequences of energy production and use. Students compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They consider the uncertainty associated with measurement of environmental indicators.
Food Studies Units 1-4

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. Practical work is integral to Food Studies.

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students’ food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
Geography Units 1-4

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena.

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world.

Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues

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

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.
Australian and Global Politics Units 3-4

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events. Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its power to make and implement public policy, and the national stakeholders and international challenges that influence that policy. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Units 3 and 4: Australian Politics

Unit 3: Evaluating Australian democracy. This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 4: Australian public policy. This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation. Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate ONE contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia’s broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Units 3 and 4: Global Politics

Unit 3: Global actors. In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 4: Global challenges. In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.
Health and Human Development Units 1-4

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization’s definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government’s overseas aid program.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia’s health in a globalized world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.
History Units 1-4

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Global Empires explores the ideas and power relations accompanying the growth of empires in the Early Modern period. Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century and includes the histories of Indigenous Peoples. Revolutions explores the causes and consequences of revolution in America, France, Russia and China.

Unit 1: Twentieth century history 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth century history 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.
Unit 3 and 4: Australian history

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence.

Transformations in Australia’s history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy. Over this time, crises and movements have also led governments and people to modify the status quo to confront critical challenges to the stability and defence of the nation.

In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Unit 3: Transformations: Colonial society to nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

Unit 4: Transformations: Old certainties and new visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation’s priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia’s earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.
Languages: Japanese (Second Language) Units 1-4

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

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units 1 & 2

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual’s language use in specific contexts and for specific audiences.

Units 3 & 4

Through these units, students are to extend their knowledge and ability gained in Unit 1-2. They are required to perform oral and written tasks and they also undertake a detailed study where students focus on one specific topic for approximately 15 hours of class time. They are required to take external oral and written examinations held by the Board of Studies and a certain amount of class time will be devoted to the preparation.
Legal Studies Units 1-4

VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law

The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.
Literature Units 1-4

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Unit 1: Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.
Mathematics

General Mathematics Units 1-2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Further Mathematics Units 3-4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Mathematical Methods Units 1-4

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas

of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.
Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which 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. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’; ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Specialist Mathematics Units 1-4

Unit 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand
approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.
Media Units 1-4

The media is ubiquitous in today’s world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences’ perception of their lives and the worlds in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences. Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.
Music Units 1-4

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. They study music styles and genres from diverse cultures, times and locations and analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Through study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

Music Performance Units 1 to 4 aims to broaden and enrich students’ musical experience and involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Information about selecting instruments and works for study is provided in the Study Design.

Music Performance Unit 1

Music Performance Unit 1 focuses on building students’ performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

Music Performance Unit 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Music Performance Unit 3

In Music Performance Unit 3 students build and refine their performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop, refine and focus their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Music Performance Unit 4

In Music Performance Unit 4 students focus on further development and refinement of performance and musicianship and continue preparation of a performance program they will present in the end-of-year examination. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. Students continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.
Outdoor & Environmental Studies Units 1-4

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.
Physical Education Units 1-4

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society

This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.
Physics Units 1-4

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

VCE Physics provides students with opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

An important feature of VCE Physics is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may include: the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

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

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.
Product Design and Technology Units 1-4

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products. Increasingly, the importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle.

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.
Psychology Units 1-4

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

An important feature of VCE Psychology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students pose questions, formulate research hypotheses, operationalise variables, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

**Unit 1: How are behaviour and mental processes shaped?**

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

**Unit 2: How do external factors influence behaviour and mental processes?**

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

**Unit 3: How does experience affect behaviour and mental processes?**

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

**Unit 4: How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.
Studio Arts Units 1-4

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.
Syste ms Engineering Units 1-4

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society and ecosystems. The rate and scale of human impact on global ecologies and environments demands that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle. Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance through innovation processes. Lean, agile and fast prototyping engineering and manufacturing concepts and systems thinking are integral to this study.

Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages. The creation process draws heavily upon design and innovation processes.

Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. The focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Unit 3: Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students’ understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.
Unit 4: Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.
Theatre Studies Units 1-2

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell’Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.
Visual Communication Design (Graphics) Units 1-4

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.
VET in the VCE

VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification.

VET Music

CUA30915 Certificate III in Music Industry (Performance)

VCE VET Music provides participants with knowledge, skills, qualifications and experiences that will enhance their employment prospects in the music and related industries. It provides students with:

- Year 12 study score towards their ATAR, as well as...

Musicians working in performance, music education, production, composition, arts and event management, sound design, music therapy, retail, promotions and many other industry roles require a solid grounding in the creative and collaborative processes that take a musical idea from formation to professional presentation.

Year 1 - VCE Units 1 & 2

Units 1 and 2 focus on foundations for effective performance, composition/song writing, industry awareness and legal responsibilities of music industry workers.

Year 2 - VCE Units 3&4

Certificate III in Music Industry (Performance) focuses on preparing and targeting live performances towards specific markets and performance contexts. Students prepare solo or ensemble programs for performance at school events, public venues and their final performance exam. School Assessed Coursework forms 50% of the study score while the performance exam makes up the remaining 50%.

The Units 3 and 4 sequences of VCE VET Music are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUAMCP301</td>
<td>Compose simple songs or musical pieces</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>CUAMPF203</td>
<td>Develop ensemble skills for playing or singing music</td>
</tr>
<tr>
<td>CUAMLT302</td>
<td>Apply knowledge of style and genre to music industry practice</td>
</tr>
<tr>
<td>CUACMP301</td>
<td>Implement copyright arrangements</td>
</tr>
<tr>
<td>CUAIND303</td>
<td>Work effectively in the music industry</td>
</tr>
<tr>
<td>CUAMPF302</td>
<td>Prepare for performances</td>
</tr>
<tr>
<td>CUAMPF305</td>
<td>Develop improvisation skills</td>
</tr>
<tr>
<td>CUAMPF402</td>
<td>Develop and maintain stagecraft skills</td>
</tr>
<tr>
<td>CUAMPF301</td>
<td>Develop technical skills in performance</td>
</tr>
<tr>
<td>CUAMPF404 OR CUAMPF406</td>
<td>Perform music as part of a group OR Perform music as a soloist</td>
</tr>
</tbody>
</table>
VET Building and Construction (Carpentry)

The VCE VET Building and Construction program offers students prevocational training in the building and construction industry. The VCE VET program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry. At Newhaven College students are able to study VET Building and Construction (Carpentry).

22216VIC Certificate II in Building and Construction (Carpentry) Pre-apprenticeship:
Provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The program offers full completion of the pre-apprenticeship and includes units such as safe handling and use of plant and power tools, quality principles for the construction industry, calculations and workplace documents and plans. Stream-specific units focus on providing foundation skills necessary for the chosen sectors in industry areas: carpentry, bricklaying, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of competency</th>
<th>Release</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Units 1 to 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core unit to be completed first</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Core units continuing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU20955</td>
<td>Workplace safety and site induction</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>HLTFA211A</td>
<td>Provide basic emergency life support</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>VU20956</td>
<td>Building structures</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>VU20957</td>
<td>Calculations for the construction industry</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>VU20958</td>
<td>Prepare for work in the construction industry</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>VU20959</td>
<td>Communication skills for the construction industry</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>VU20960</td>
<td>Introduction to scaffolding and working platforms</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>VU20961</td>
<td>Levelling</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>VU20962</td>
<td>Quality principles for the construction industry</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>VU20963</td>
<td>Safe handling and use of plant and selected portable power tools</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>VU20964</td>
<td>Workplace documents and plans</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal:</strong> 188</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CARPENTRY STREAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU20971</td>
<td>Carpentry hand tools</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>VU20972</td>
<td>Carpentry power tools</td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>VU20973</td>
<td>Basic setting out</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>VU20974</td>
<td>Sub-floor framing</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>VU20975</td>
<td>Wall framing</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>VU20976</td>
<td>Roof framing</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>VU20977</td>
<td>External cladding</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>VU20978</td>
<td>Installation of window and door frames</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>VU20979</td>
<td>Interior fixings</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>VU20980</td>
<td>Introduction to demolition</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>VU20981</td>
<td>Formwork for concreting</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>VU20982</td>
<td>Basic environmental sustainability in carpentry</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal:</strong> 452</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who receive a Units 3 and 4 sequence for VCE VET Building and Construction will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).
# Appendix 1
## VCE Change of Course Form

<table>
<thead>
<tr>
<th>Units currently enrolled in</th>
<th>Proposed subject change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block</td>
<td>Subject</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Reason for Application:

Careers Counsellor:

Exit Subject: Teacher’s Signature:

New Subject: Teacher’s Signature:

Parent’s Signature:

 Academic Board Meeting Required  □ Yes  □ No

**SPECIAL CONDITIONS:**

Approved by:

VCE Coordinator  ____________________________  Date:  _______________

☐ VASS notified
PART A: (To be completed by the student)

Applications must be submitted to the subject teacher. The maximum extension granted will be two weeks. Late work may be penalised. Full details on Extensions may be found in the Student VCE Handbook.

Name: _______________________________ Year: ___________ Date: ______________

Unit: ________________________________ Teacher: ___________________________

Outcome/Assessment Task: ________________________________________________

Set Deadline Date: _______________________

Reason for Seeking an Extension:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

IF EXTENSION IS GRANTED:

Length of Extension: ________________________ Due Date: ______________

___________________________________________________________________________

Student Signature                                    Teacher Signature

VCE Coordinator ________________________ Date: ____________

Once work is completed this application should be stapled to the late work.

CONDITIONS OF THE EXTENSION

PART B: (To be completed by Teacher)
Appendix 3
Statement about Lost or Damaged Work
(Units 1 and 2)

Student Name: _________________________________ Date: ______________

Unit: _________________________________ Teacher: ______________________

Outcome Task: _____________________________________________________
OR
Assessment Task: ___________________________________________________

Statement Explaining Circumstances:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Student Signature: ____________________________________ Date: ______________

Parent Signature: _____________________________________ Date: _______________

OFFICE USE:

The school has decided to award the following result in this unit: __________________________

Received by: ________________________________________ Date: _______________
Teacher

Approved by: _______________________________________ Date: _______________
VCE Coordinator
Appendix 4
Application for Consideration of Disadvantage for Units 1 and 2

PART A: (To be completed by student)
Name: _____________________________________________ Date: _________

Units you wish to be considered for Special Consideration.

<table>
<thead>
<tr>
<th>Units</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the space provided, state clearly your reasons for applying for consideration of disadvantage. Please attach any evidence or documentation which may support your case (e.g. medical certificate).

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________

Student Signature ___________________________ Parent Signature ___________________

PART B: to be completed by the Head of Senior School

EITHER: Your Application for Consideration of Disadvantage has NOT been successful for the following reasons:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

OR: Your Application for Consideration of Disadvantage HAS been successful and will be applied in the following manner:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________

Head of Senior School __________________ Date __________________
# Appendix 5
## Application to Reschedule an Assessment Task

<table>
<thead>
<tr>
<th>Name: _______________________________</th>
<th>Year: ___________</th>
<th>Date: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: _______________________________</td>
<td>Teacher: ___________</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Task:** ____________________________________________

- An extension of time will only be given only on the condition that no student in the class or in another class is advantaged or disadvantaged.
- Extension of time for an individual student to complete a task should be granted only in special circumstances.

**Reason** (Tick a box below):

- [ ] Illness
- [ ] Family/personal issue/serious cause

**Evidence Supplied** (Tick a box below):

- [ ] Medical Certificate or Doctors Letter
- [ ] Letter from Guardian/Parent

**Original Date:** _____________________

**Student signature:** _____________________ **Parent signature:** _____________________

---

This form must be submitted for approval to VCE Coordinator or Head of Senior School

**Approved:** Yes / No

**Time:** 3.30pm Wednesday **Date:** _____________________

VCE Coordinator / Head of Senior School signature: _______________________
Dear Parent,

Your son/daughter has applied to be exempted from assessment. To qualify for the Victorian Certificate of Education, a student must satisfactorily complete 16 units including at least three English units and three other Year 12 (Units 3 and 4) studies. To satisfactorily complete a unit, a student must achieve the set of Learning Outcomes.

As well as achieving these learning outcomes, students normally attempt the externally assessed examinations. These examinations are graded and an Australian Tertiary Admissions Rank (ATAR) Score is calculated on the basis of performance in these examinations.

The decision not to undertake examinations should not be taken lightly. Students should discuss the implications of their decision with parents, relevant teachers, VCE Coordinator and the Vice Principal. Not attempting examinations will generally disqualify a student from University studies.

APPLICATION FOR EXEMPTION

Student’s Name: __________________________________________

Unit(s) ______________________________ ______________________________

Examinations not attempted:

________________________________________________________________________
________________________________________________________________________

Reasons for seeking exemption:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent: ____________________________________________ Date: ______________

Student: ___________________________________________ Date: ______________

Teacher: ___________________________________________ Date: ______________

Vice Principal - Head of Senior School ________________________  Date: _________

VCE Coordinator ________________________  Date:  _________
Report on Lost/Stolen/Damaged (LSD) School-assessed Tasks and the Externally-assessed Task

School name

VCAA school code

Address (postal)

Suburb

Postcode

Contact person

Position of responsibility

Phone

Fax

VCAA Student Number

Student family name

Student first name

Study name

Study code

School-assessed Task

Lost

Stolen

Damaged

Initial School Assessment

Score

Description of circumstances:

Principal's or delegate's name

Principal's or delegate's signature
Application for Special Provision for School-based Assessment and unit completion

Collection notice
The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the Education and Training Reform Act 2006. The collection of the personal information on this form is required to facilitate your application for Special Provision with your school. The personal information you supply in this application may be required by the VCAA for internal use only and will not be disclosed to any third party unless required by law.

This form is to be used and retained by the school, together with the supporting evidence, to record applications for Special Provision for School-based Assessment. Refer to the Special Provision section of the VCE and VCAL Administrative Handbook for advice.

School name

VCAA School code

SECTION A
This section is to be completed by the student.

1. Student details
Family name
First name
VCAA Student number
Date of application

Outline your illness/condition and how it would effect your ability to complete School-based Assessment and/or meet VCE or VCAL unit requirements.

2. Application details
2.1 I am applying for the following (more than one box may be marked):

☐ additional time to complete work
☐ use of an aid
☐ use of technology to complete and present work
☐ support group
☐ other (please specify):

2.2 Period the application covers: from ______/_____/______ to ______/_____/______

3. Studies
List the studies in this application.

<table>
<thead>
<tr>
<th>STUDENT TO COMPLETE</th>
<th>OFFICE USE ONLY – SCHOOL TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE or VCAL Study</td>
<td>Unit</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student's signature

Date ______/_____/______
SECTION B

Schools should first complete the Office Use Only section in the table on the previous page.

4. **Number of days absent from school**

Note: The absence is not reported to the VCAA

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment on student’s condition and level of effect and justification for your decision/s. Include any other additional information you believe is relevant.

5. **Has the student been advised of the application outcome?**

[ ] Yes  [ ] No

6. **Checklist of the student’s supporting documents**

- [ ] Confidential teacher/Coordinator’s report
- [ ] Student’s signed statement of reasons for application
- [ ] Qualified medical practitioner report/letter (if necessary)
- [ ] Psychologist report/letter (if necessary)
- [ ] Other reports/letters (if necessary)

Number of ‘other’ documents

<table>
<thead>
<tr>
<th>Teacher/coordinator’s signature</th>
<th>Date</th>
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<tr>
<th>Principal’s signature</th>
<th>Date</th>
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</table>
Student Exit form

Please print clearly and in CAPITAL LETTERS.

I hereby authorise the entire withdrawal of my enrolment.

Exit date ____/____/____

Student name

Student’s signature

VCAA Student Number

This form may be appended to your school’s standard exit form.