VCE Handbook 2026

NEWHAVEN COLLEGE

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Key Personnel

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VCE Coordinator	Elaine Epifano	elaine.epifano@newhavencol.vic.edu.au
Careers Advisor	Anthea Bennett	anthea.bennett@newhavencol.vic.edu.au

Academic Board (drawn from)

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Important Dates

Term 3 2025

Subject Selection

Wednesday 23 July	VCE 2026/2027 Information Evening
Tuesday 5 August	Years 9-12 Parent Teacher Interviews (2.30pm to 8.00pm)
Friday 8 August	Year 11&12 2026 Subject Selections due

Term 4 2025

Transitions and Targets (TNT) Program

The Transitions and Targets (TNT) Program is a 7 day program designed to give students the structural information of the academic course they have chosen. There will be opportunity to reflect on where there might be gaps and plan Summer study accordingly. The program also provides time for transition and settling into new learning groups and structures.

Monday 1 December	Early Commencement program (TNT) begins
Tuesday 9 December	Early Commencement program (TNT) concludes

2026

Term 1

Friday 30 January	Years 1 – 12 Commence
Thursday 2 April	Term 1 concludes

Term 2

Tuesday 21 April	Term 2 commences
Friday 26 June	Term 2 concludes

Term 3

Tuesday 21 July	Term 3 begins
Friday 18 September	Term 3 concludes

Term 4

Monday 5 October	Term 4 begins
Tuesday 8 December	Term 4 concludes (P-11)

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 – 99.95 that a student receives, based on their 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 undertaken 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.

VCE VM Certificate
The Certificate awarded to students who meet the requirements for graduation of the VCE Vocational Major.

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 Structure and Regulations

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.

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.

The Victorian Certificate of Education (VCE) is generally a two year- program, usually studied over four semesters.

All VCE courses are prescribed, administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA).

Each VCE study (subject) has a minimum of four semester length units (Units 1 - 4).

It is intended that Units 1 and 2 be studied in Year 11 and Units 3 and 4 are studied in Year 12, however, it is possible to begin VCE study in earlier years. Unit 3 must always be studied before Unit 4 and the two taken in the same year.

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 members of the Academic Board.

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.

The full list of the VCAA regulations can be found on the VCAA website: http://www.vcaa.vic.edu.au

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 Director of Learning and the Head of Senior School) 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.

Policy Making

The VCE Coordinator, in consultation with the Director of Learning and the Head of Senior School, 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.

Successful Completion of the VCE

To be awarded the VCE, a student must satisfactorily complete at least 16 units. These units must include:

- at least three units of an English (English / Literature)
- at least three sequences of Units 3 and 4 studies other than English (this can include an additional English study once the above 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, Literature)
- Year 12 - 5 subjects, which includes at least one study from the English group of units (English, Literature)

The coursework (learning) in each unit of study is structured into a series of Learning Outcomes to be delivered by the School and achieved by the student.

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.

Before undertaking any VCE studies, each student must sign an annual agreement to abide by the VCAA regulations. The form 'VCE Student Personal Details' will be distributed early in the year. Students will also be asked to check the list of units they are enrolled in and other details such as eligibility for EAL status.

Assessment

The VCAA establishes the requirements for satisfactory completion of the coursework in each unit.

- Units 1&2: The School determines the level of achievement for all of the coursework
- Units 3&4: The School determines only part of the level of achievement (SAC), with the other portion of the coursework being assessed externally by the VCAA (including examinations).

The requirements for satisfactory completion of each unit can be found in the Study Design of each VCE subject. The Study Design describes the knowledge and skills the student should have by the time he or she completes the unit.

According to the prescribed Study Design, the teacher of each VCE subject, in consultation with the VCE Coordinator, will determine whether a student's academic performance, prompt completion and submission of learning tasks, and regular attendance in subject classes will enable him or her to have satisfactorily completed a unit.

The School will design and set specific assessment tasks to assess student achievement against the Learning Outcomes. These will be based on the recommendations provided by the VCAA.

Scored 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).

School Assessed Coursework (SAC) *Units 3 & 4 only

School Assessed Coursework assesses each student's level of achievement based on specific guidelines designated in the Study Design. These tasks will be assessed by the student's teacher and must be done mainly in class time for verification and authentication purposes.

In most VCE subjects, SAC results contribute 50% of the student's final Study Score, with the Examination(s) providing the remainder. If a student receives a Not satisfactory result (N) for a SAC, he or she will be allowed to resubmit the work to gain the Satisfactory result (S); however, his or her original mark will not be changed.

School Assessed Task (SAT) *Units 3 & 4 only

School Assessed Tasks are also specified by the VCAA in some subjects. These include the studies of Art, Studio Arts and Visual Communication and Design. SATs assess a student's levels of achievement based on his or her teacher ratings on criteria specified by the VCAA. In these tasks, the VCAA also specifies how marks and grades are to be awarded; however, the School decides the exact content of these tasks. The teacher's mark is then submitted to the VCAA for academic scrutiny and confirmation.

*It is important to note that these SAC and SAT assessment grades are conditional and subject to external statistical moderation and resultant changes in the official grade awarded by the VCAA.

Examinations

External examinations are set and marked by the VCAA for Units 3&4 subjects only. Examinations are held in November, with results usually published to students by mid-December. These dates are fixed by the VCAA. Students will be required to observe the rules and regulations set down by the VCAA for the conduct of examinations. The June GAT and November Examination timetables can be accessed on the VCAA website by following the link below.

http://www.vcaa.vic.edu.au/Pages/vce/exams/timetable.aspx

Performance & Oral Examinations

The following studies have examinations with a performance or oral component.

- Languages
- Music Repertoire Performance
- Music Contemporary Performance
- VET Music Performance
- Theatre Studies

The students' results for each VCAA assessment will be reported as a grade from A+ to E. The final marks given by the VCAA for each of the three types of assessments (outlined above) will be used to calculate the student's Study Score, which is then used by the Victorian Tertiary Admissions Centre (VTAC) to calculate her ATAR.

General Achievement Test (GAT)

All students who take a Unit 3&4 subject are required to sit the GAT. The GAT includes assessing whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

There are two sections

- Section A will assess literacy and numeracy skills
- Section B will assess General Knowledge and skills

Although the GAT does not form part of the graduation requirements for the VCE, it is an essential part of VCE assessment procedures, which students should strive to perform to their best in. The GAT is used by the VCAA to check that all schools are marking to the same standard in their school assessments. It is also used by the VCAA to check its own marking of school-assessed work and of examinations. These checks are an important part of ensuring that the VCE is fair to everyone.

Additionally, some tertiary institutions may take a student's GAT results into consideration for middle band selection into their courses. All students studying a Unit 3/4 subject must sit the GAT unless an exemption is granted by the School Principal.

All students enrolled in a Unit 3&4 sequence (including VET scored sequences) are expected to sit the GAT. If a student is unable to sit the GAT, applications for exemption must be made to the VCAA.

Satisfactory Completion of a VCE Unit

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.).

Extensions

A deadline is a due date when a task must be completed and submitted. If a deadline cannot be met, a student must seek an extension. Extensions will not be given verbally.

Students seeking extensions are bound by the following rules:

- The application for an extension must be done using the Application for Extension form which can be found on SEQTA.
- 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 to the Senior School Reception to be date stamped and given to the teacher.

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

Resubmission of work and redemption tasks

Units 1&2:

Students will be provided with multiple opportunities across the semester to demonstrate key knowledge and skills. This can be negotiated individually for satisfactory completion of a unit to occur. These opportunities may take the form of additional tasks using multiple modes to allow a student to show their understanding in various ways. At times, a student's circumstances warrant extending the timeline beyond the end of the semester. Subject teachers, the House Leader, 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 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 the Statement about Lost or Damaged Work form found on SEQTA. 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

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances

Special provision may take the form of:

- Rescheduling of an assessment task
- Extra time to complete School-assessed Coursework
- Setting a substitute task/different type of task
- Assistance from aides. For example, a scribe for a student with a broken hand
- Use of technology
- Deriving a score from other assessments or work completed by the student (only in circumstances where the above provisions are not reasonable or feasible)

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination will be adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Impairment – long term

Special examination arrangements (including the GAT) may take the form of:

- Extra time and/or rest periods during the examination.
- Use of technological aides
- Use of a scribe, clarifier or reader
- Use of enlarged, Braille or recorded examination papers
- If absolutely necessary, a student may apply for special supervision at home or at an alternative venue for an examination

Derived Examination Score (DES)

The DES is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

The DES is NOT intended to compensate for situations of long-term illness or other ongoing conditions that have been present over the year.
It is NOT intended for students who do not wish to undertake the examination.

Eligibility for a Derived Examination Score:

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before (applies to a two week period before) or during the examination period has affected their performance on an examination or has prevented them from attending an examination.
Circumstances deemed acceptable grounds for a DES are:

- Illness (both physical and psychiatric), physical injury or disability which affects the student's performance on the examination (e.g. asthma attack, broken arm)
- Factors relating to their personal circumstances or any event that affects the student's performance on the examination (e.g. death/serious injury of a family member or close friend, family break up, faulty examination paper).

Applications for a DES must be substantiated with evidence from an independent professional (e.g. doctor, social worker etc.) and are submitted by the school on behalf of the student. Other evidence from the Chief Supervisor, appropriate school-based personnel and the Principal must also be provided. Final approval rests with the VCAA.

Applying for Special Prevision, Special Examination Arrangements or a Derived Examination Score

If you have a long-term disability, (e.g. bad back or something that affects your writing ability) please let the VCE Coordinator know as early in the year as possible. If you incur an injury, become ill or incur hardship during the year, once again let the VCE Coordinator know immediately. If you believe you may be eligible for a Derived Examination Score, you must discuss this with VCE Coordinator or the Head of Senior School immediately.

How to apply for Special Provision, Special Examination Arrangements or a Derived Examination Score:

1. Forms are available from the VCE Coordinator
2. Students will complete the relevant form and provide appropriate and current documentation, e.g. Medical certificates.
3. Forms and supporting documents will be submitted to the VCE Coordinator who will then discuss them with the Head of Senior School and the Principal
4. The VCE Coordinator will then report information to VCAA
5. It is important to note that final approval rests with VCAA

Consideration of Disadvantage (Units 1 and 2 only)

For Units 1 and 2, students seeking consideration must apply to the VCE Coordinator using the Application for Consideration of Disadvantage for Units 1&2 form. 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.

Record Keeping

All students will be required to keep their school-assessed coursework until after they have received their final results. The VCAA may audit coursework assessments therefore students must have a place in which their assessment tasks are kept.

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 or source'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.

What each student must do:

VCAA rules:

Students must observe and apply the following rules for school-based assessment.

Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise the work of someone else or other source (inc genAI)
- not cheat
- acknowledge all resources used, including:
    - texts, websites and other source material
    - the name and status of any person or source (inc genAI) who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher or source in the preparation and submission of work.
  Unacceptable forms of assistance include:
    - corrections or improvements made or dictated by another person, including their teacher, or another source (inc genAI)
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

Acceptable levels of assistance include:

The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.

Prompting and general advice from another person or source, which leads to refinements or self-correction or both

Unacceptable forms of assistance include:

Use of or copying another person's work, including their teacher's work, another source's (inc genAI) work or other resources without acknowledgement.

Use of or copying sample answers provided by their teacher, another person or another source (inc genAI)

Actual corrections or improvement made or dictated by another person

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.

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.

If a student is suspected of breaching authentication rules (and this may include irregular class attendance), then he or she may be requested to attend an interview or complete a supplementary task to demonstrate understanding of the work. The student will be given at least 24 hours' notice in writing and will be told the purpose of the interview.

An interview will be triggered if the teacher considers that the work:

- is atypical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development

Consequences

Students found to be in breach of the authentication rules will have the initial result cancelled. The supplementary task will be used to determine an S/N, however, access to a result reflecting the student's ability will be severely compromised.

Student complaints

Students may make a complaint regarding any aspect of VCE assessment, including the conduct of assessments and decisions regarding assessment results.

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the VCAA CEO must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

Notice of school decision following the resolution process

Following the interviews conducted by the VCAA-nominated representative, the school will notify both the student and the VCAA, in writing and within 7 days, that it has either:

· rescinded its decision and any penalty imposed

· rescinded the penalty imposed

· reduced the penalty imposed

· confirmed both the decision and the penalty imposed.

Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

· rescinded the penalty imposed

· reduced the penalty imposed

· confirmed both the decision and the penalty imposed.

Appeal hearing

If a student elects to proceed with an appeal, the VCAA CEO must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the review committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the review committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may decide to:

· reprimand the student

· permit the student, if practicable, to resubmit the schoolwork required for either

- assessment in the study or the course

- satisfactory completion of the study or the course

· refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted

· amend the student's school-based assessment results.

This decision must be conveyed to the student in writing.

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 schools 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 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. Records of attendance will be maintained and these will be monitored by the Home Group Teachers, House Leaders 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 Senior School reception with a signed a 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 Senior School reception. 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 Senior School or in the library.
10. Attendance at Home Group meetings, House, 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 Senior School reception 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.

Absences from class which are unauthorised will result in an after-school detention.

After three unauthorised absences from school or class the parent/guardian will be contacted by the House Leader or Head of School to determine the consequences.

Reporting and Interviews

Newhaven College provides 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 Units 3&4 subjects receive internal results from their teachers, these are used to provide a ranking of students, with the final results determined by the VCAA.

Final results for VCE Units 3&4 subjects form part of the ATAR and are released by the VCAA in December. Students may access results in Units 3&4 studies via the Internet, phone or SMS text messaging. Results are also posted out to students.

Study Scores

For each student, the VCAA calculates a Study Score for each Units 3&4 sequence which has been satisfactorily completed and for which the student has received grades for the various SATs and the examinations. The Study Score is a score on a scale of 0 to 50 showing the student's achievement relative to that of all other students doing that 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.

Study Score (Relative Position)	Percentage of students above this position (approximate)
45	2
40	8
35	24
30	50
25	76
20	92

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 (VTAC) which calculates the ATAR.

Virtual Schools Victoria

A small number of students study VCE and VET subjects offered by Virtual School Victoria. To tackle VCE or VET units of study by distance learning, a student will need to have a history of being a motivated, independent learner and have no possible alternative to the subject within the school's curriculum. The study of a subject via Virtual Schools Victoria cost approximately $2000, which is to be paid for by families. Studies previously completed under these circumstances have included VCE French, VCE Italian and VET Equine Studies. Please speak to the VCE Coordinator and Careers Advisor for further information.

Selecting VCE Units

The Studies offered by Newhaven College will depend on student numbers. Subjects offered are determined by the College Leadership team 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.

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:

- Enjoyment & interests
- Past academic achievement
- Possible career paths
- Qualifications required for those careers
- The prerequisites for tertiary courses.

Students considering a Units 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 Units 3&4 study at Year 11 will be considered on its merits. To approve a student selecting a Units 3&4 subject the Director of Learning 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 Head of Senior School 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
- Languages: Japanese (second language).

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:

- Foundation Mathematics Units 1&2 leads to Foundation Mathematics 3&4
- General Mathematics Units 1&2 leads to General Mathematics Units 3&4 or Foundation Mathematics 3&4
- Mathematical Methods Units 1&2 may lead to Units 3&4 in General Mathematics, Mathematical Methods and/or Specialist Mathematics.
- Specialist Mathematics Units 3&4 can only be undertaken if Mathematical Methods Units 3&4 has been or is also being studied.
- Only two Units 3&4 sequences of Mathematics can be included within the Primary Four subjects in the ATAR (Australian Tertiary Admissions Rank) calculation. Any additional Mathematics units contribute 10% to your ATAR calculation.

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.

Students should bear in mind the nature of the assessment within a subject. For example, some subjects, such as 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 Head of Senior School, Director of Learning or your subject teacher for more information.

Changes and withdrawal from VCE studies

Students wishing to change their courses must complete a VCE Change of Course form which they request from the Head of Senior School. A student will not be able to change courses until the form is complete and discussions take place with the Head of Senior School. House Leaders 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 Board.

Students who wish to withdraw from their VCE studies must attend an Academic Board meeting and complete a VCE Withdrawal form. A student will not be able to withdraw from a study or course until the form is complete and discussions have taken place with the Head of Senior School.
Changes and withdrawal without penalty must be done in accordance with VCAA guidelines and adhere to their published deadlines. Changes and 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.

VCE/VM* Study Options *Please note that we are awaiting VM registration*

In choosing studies, students should consider the following;

- Personal interest and ability
- Teacher advice
- Prerequisite studies
- Victorian Tertiary Entrance Requirements
- Vocational ambitions

Arts
Units 1&2 - Art Creative Practice
Units 3&4 - Art Creative Practice
Units 1&2 - Media
Units 3&4 - Media
Units 1&2 - Visual Communication Design
Units 3&4 - Visual Communication Design

Business & Economics
Units 1&2 - Accounting
Units 1&2 - Business Management
Units 3&4 - Business Management
Units 1&2 – Economics
Units 3&4 - Economics

English
Units 1&2 – Literacy VM
Units 1-4 - English
Units 1&2 - Literature
Units 3&4 – Literature

Health & Physical Education
Units 1&2 - Health & Human Development
Units 3&4 - Health & Human Development
Units 1&2 - Outdoor & Environmental Studies
Units 3&4 - Outdoor & Environmental Studies
Units 1-4 - Physical Education
Units1&2 – Personal Development Skills VM

Humanities
Units 1&2 - Geography
Units 1&2 – Modern History
Units 1-4 - Legal Studies
Units 3&4 – History Revolutions
Units 1&2 – Work Related Skills VM

Performing Arts
Units 1&2 - Drama
Units 1&2 - Music
Units 3&4 - Music Contemporary Performance
Units 3&4 - Music Repertoire Performance
Units 1- 4 - Theatre Studies

Mathematics
Units 1&2 - Foundation Mathematics
Units 3&4 - Foundation Mathematics
Units 1&2 - General Mathematics
Units 3&4 - General Mathematics
Units 1&2 - Mathematical Methods
Units 3&4 - Mathematical Methods
Units 1&2 - Specialist Mathematics
Units 3&4 - Specialist Mathematics

Languages
Units 1&2 – Japanese (second language)
Units 3&4 – Japanese (second language)

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

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

VET at Newhaven College
Year 1 - CPC20220 Certificate II in Construction Pathways
Year 2 - 22216VIC Cert II Building and Construction
Year 1 - CUA30915 Certificate III in Music Industry
Year 2 - CUA30915 Certificate III in Music Industry

Study Descriptions

Accounting Units 1-2

VCE Accounting explores and applies the financial recording, reporting, analysis and decision making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

VCE Accounting prepares students for a university or Technical and Further Education (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: The 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. 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.

Art Creative Practice Units 1-4

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society. In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works. This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Unit 3: Investigation, ideas, artworks and the Creative Practice

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

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

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

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 an 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 1-4

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 are 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 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

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

The study of VCE Chemistry centres on understanding the composition and behaviour of matter, as well as underlying chemical processes. Throughout the course, students apply chemical principles to explain and quantify the world around them. Students undertake practical activities, modelling and simulations involving the analysis and synthesis of various materials to develop key skills in inquiry, research, problem-solving and critical and creative thinking. They learn to pose questions, formulate hypotheses, analyse both qualitative and quantitative data, assess methodologies, draw justified conclusions and communicate findings effectively.

VCE Chemistry fosters an understanding of how scientific knowledge evolves in response to new evidence and thinking. Students challenge and pose innovative solutions to combat contemporary challenges. This course equips students for further education in a wide range of careers across scientific and applied fields, including medicine, engineering, dentistry, pharmacy, sport science and veterinary science.

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

The development and use of materials for specific purposes is an important human endeavour. This unit focuses on exploring chemical structures and properties of covalent compounds, metals, ionic compounds and polymers. Students learn how chemical quantities are measured and how innovations in manufacturing support a shift from a linear to a circular economy. Practical investigations include metal reactivity, chromatography, precipitation reactions, empirical formula determination and polymer synthesis. Students use correct chemistry terminology; such as symbols, formulas and equations to explain their findings and evaluate chemical claims of others.

Unit 2: How do chemical reactions shape the natural world?

Chemical reactions are of an amazing phenomenon. This unit examines the role of chemists in analysing everyday materials and substances, particularly those dissolved in water and gases produced in chemical reactions. Students investigate and compare acid-base and redox reactions and explore their practical applications in society. Hands-on investigations include experiments on water's specific heat capacity, solubility, volumetric analysis and the construction of calibration curves.

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. Students explore how innovation, design and sustainability principles can be applied to minimise the environmental and health impacts of production. Students compare fuels based on energy transformations, efficiency and applications. Students study the design and operation of galvanic cells, fuel cells, rechargeable cells and electrolytic cells to assess their suitability for meeting society's energy and material needs. Chemical processes are evaluated based on reaction rates and equilibrium, with an emphasis on optimizing yield. Practical investigations include thermochemistry, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. Students investigate the structures, reactions and synthesis of carbon-based organic compounds, with a focus on applying green chemistry principles in their production. They study food metabolism and how medicines interact with the body and learn how laboratory techniques and instrumentation are used to identify organic compounds and ensure their purity. Practical investigations include organic synthesis, identification of functional groups, redox titrations, solvent extraction and distillation. Students also complete a Student-Designed Investigation.

Drama Units 1-2

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas, including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Within the scope of this study, students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience.

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

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 within certain performance styles and in contemporary drama practices. They document the play-making techniques they use to explore and extract meaning from stimulus material, and document the exploration of production areas, dramatic elements, and conventions of selected performance styles.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.

Economics Units 1-4

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

Unit 1: Economic decision-making

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more 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.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Unit 4: Managing the economy

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

English/EAL Units 1-4

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1: Reading and exploring texts *plus* Crafting texts

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Unit 2: Reading and exploring texts *plus* Exploring argument

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation, and learn about the conventions of oral presentation for persuasive purposes.

Unit 3: Reading and responding to texts *plus* Creating texts

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Unit 4: Reading and responding to texts *plus* Analysing argument

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. They further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. They apply their understanding of the use of argument and language to create a point

of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

VCE VM Literacy Units 1-2

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Essentially it is all about helping students build the reading, writing, speaking, and listening skills they need in jobs, in their community, and in everyday situations. The course is flexible and changes depending on what works best for the class. Students will interact with all kinds of texts, like videos, news articles and formats used in a variety of jobs.

Whether you're thinking about work, further study, or just want to feel more confident communicating, this course helps you get there. It supports people with all kinds of strengths and goals, and it's designed to suit how you learn best.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

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. 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 focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected

environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4: How can climate change and the impacts of human energy be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

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 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 1-2

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, an investigation of a wide range of secondary sources and geospatial technologies. 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.

Twelve key geographical concepts underpin VCE Geography – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association, sustainability.

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. 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, including the impact of climate change. 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: issues and challenges

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, issues and challenges of ethical tourism. The study of tourism at local, regional and global scales emphasises the interconnection within and between place as well as the impacts, issues and challenges that arise from various forms of tourism. 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 appropriate management to ensure environmentally, socially culturally and economically sustainable tourism. Students undertake fieldwork in this unit and complete a fieldwork report.

Health and Human Development Units 1-4

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Unit 2: Managing health and development

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply 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 explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalized world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. 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

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development 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 health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They 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 own capacity to act.

Modern History Units 1-2

History assists students to understand themselves, others, and the contemporary world, and broadens perspectives by examining events, ideas, individuals, groups and movements. Historians develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

Studying History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

The study of History also equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Students examine the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two.

They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies. They consider the aims, achievements and limitations of the League of Nations.

Students will also explore the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. The creative arts both reflected and challenged social and political life and change in this period. Mass entertainment and information by means of radio and film became widespread.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare and addressing threats to human life and safety. However, despite this the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. The fall of the Berlin Wall was a significant turning point in modern history. 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,

The twenty-first century heralded both a changing world order and advancements in technology and social mobility on a global scale. However, terrorism including remained a major threat, influencing politics, social dynamics and the migration of people across the world.

History Revolutions Units 3-4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

In both Units 3&4 students explore:

Causes of Revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Consequences of Revolution

- What were the consequences of revolution?
- How did the new regime consolidate its power?
- What were the experiences of those who lived through the revolution?
- To what extent was society changed and revolutionary ideas achieved or compromised?

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.

Unit 1

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.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Unit 3

In this unit students investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. They access and share useful information on the subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

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: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years

Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

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 criminal and civil 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 means and institutions used to determine and resolve cases.

Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical 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

Foundation Mathematics Units 1&2 (must be chosen for VCE VM students)

Foundation Mathematics provides for the continuing mathematical development of students entering VCE. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 & 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

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

Foundation Mathematics Units 3&4

This is a continuation of Unit 1+2 Foundation Mathematics. There are four areas of study which are Algebra, Number and Structure, Data Analysis Probability and Statistics, Discrete Mathematics and Space and Measurement.
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have familiarity with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit.

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 familiarity 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 working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

General Mathematics Units 3&4

General Mathematics consists of four areas of study 'Data analysis' and 'Recursion and financial modelling', 'Matrices' and 'Networks and decision mathematics'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling', 'Matrices' and 'Networks' each comprise 20 per cent of the content to be covered. Assumed knowledge and skills for the course are contained in General Mathematics Units 1 and 2 topics. 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 familiarity 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 working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

Mathematical Methods Units 1-4

Units 1 & 2

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, except for 'Algebra' which extends across Units 1 & 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 familiarity 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 incorporated throughout the unit as applicable.

Units 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'. 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. The selection of content from the areas of study are 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.

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 familiarity with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

Specialist Mathematics Units 1-4

Units 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 familiarity with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

Units 3 & 4

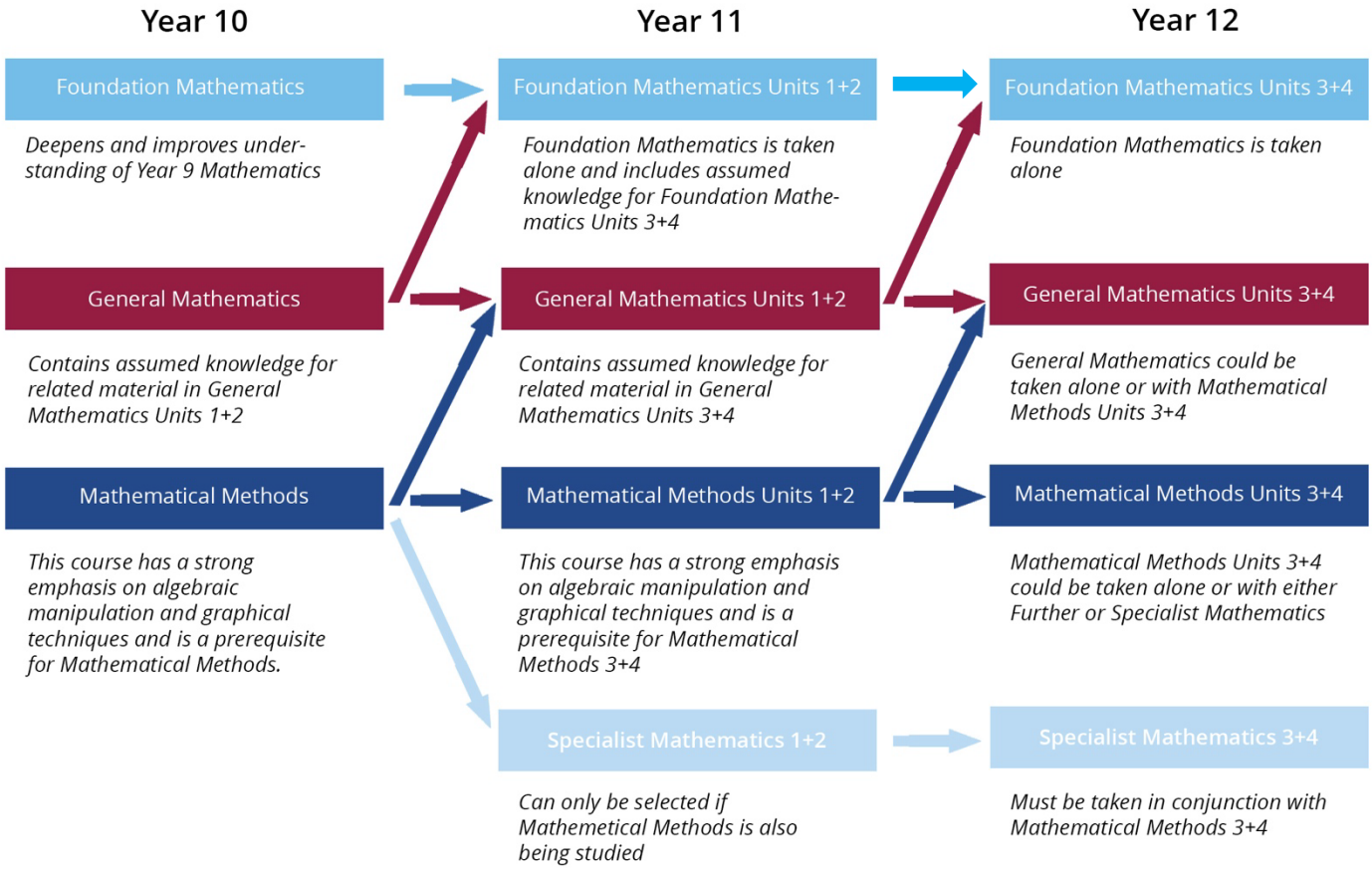
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The selection of content for Unit 3 and Unit 4 is constructed so that there is a balanced and progressive development of knowledge 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 familiarity with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

Mathematics Pathways Year 10 – VCE



Media Units 1-4

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1: Media forms, representations and Australian stories

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, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. 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.

Unit 2: Narrative across media forms

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, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives, contexts and pre-production

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Unit 4: Media production: agency and control in and of the media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

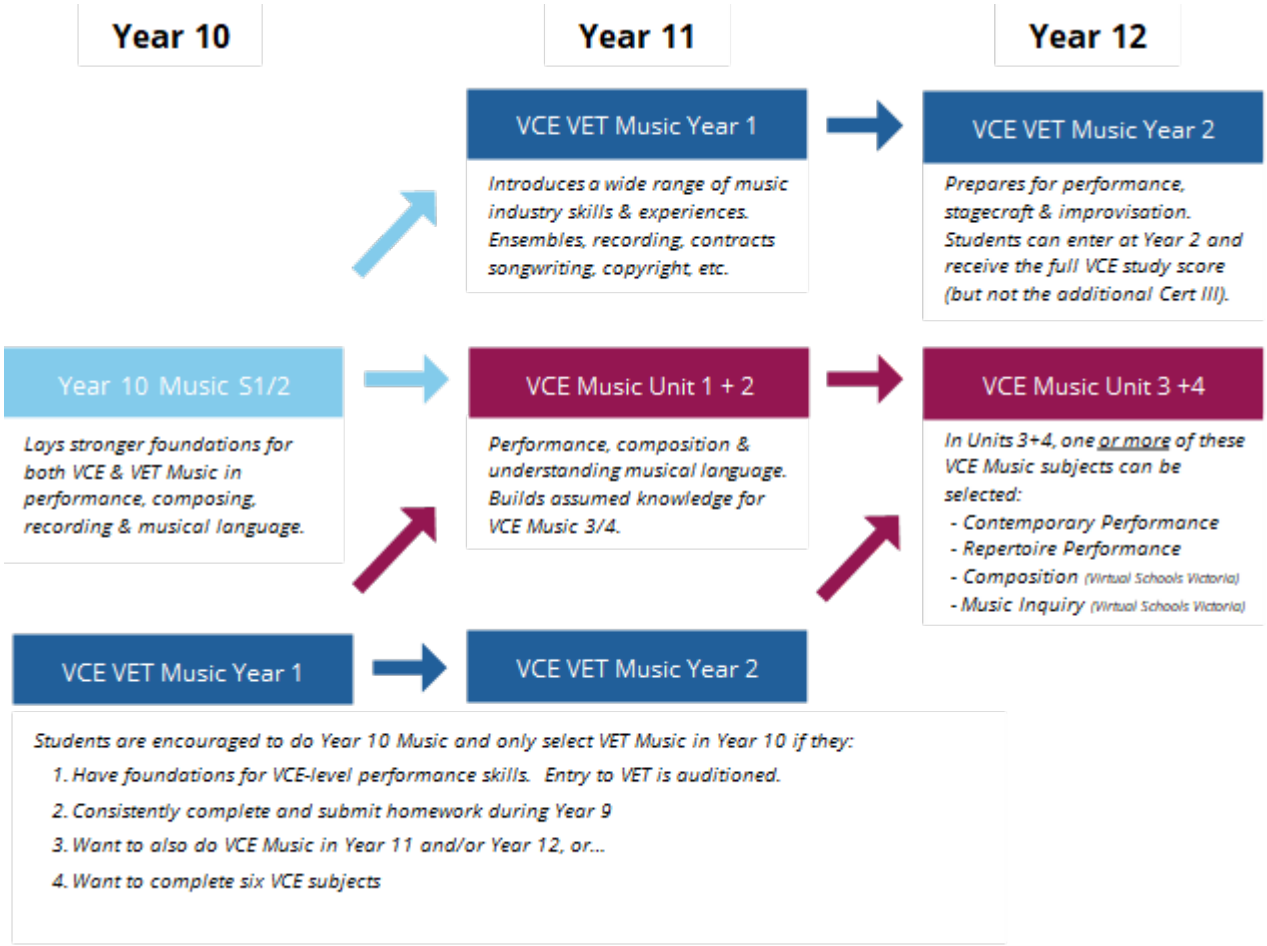
The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms. In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

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 Pathways

At Year 11 level, two music subjects are offered: VCE Music Units 1/2 and VCE VET Music Year 1.
At Year 12 level, five subjects are available – some via Virtual Schools Victoria.

Students wishing to do two Year 12 music subjects will generally commence one in Year 10.
But for students with established skills, it may be possible to do two music subjects in Year 12, or even three across Year 11 and 12. It is also possible to do Year 12 VCE Music or 2nd Year VET Music without completing the preparatory year.

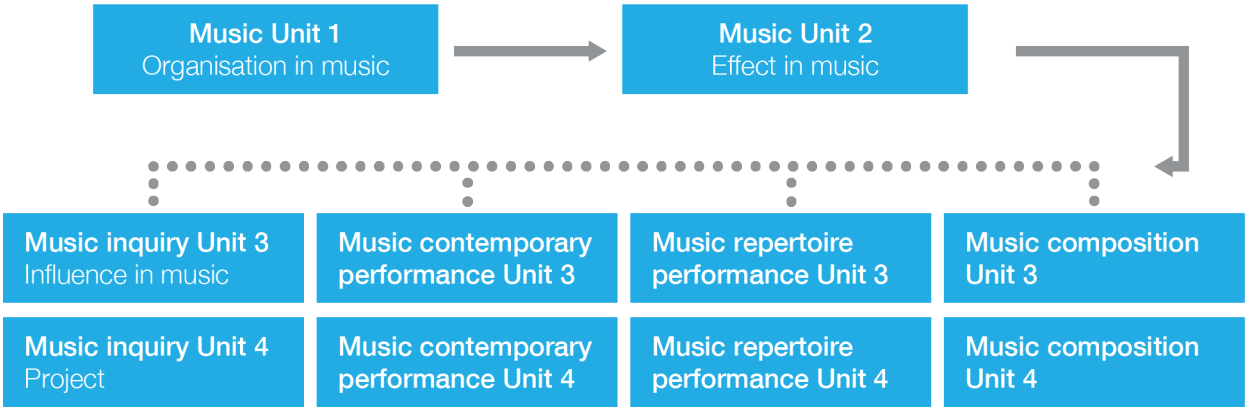


Pathways beyond school

VCE & VET Music units are ideal for students considering pathways into tertiary music study, a career in the music industry, or an associated field, or for those who have a passion for music. VCE & VET Music offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong music making.

Why you should consider studying Music

The study of music is highly engaging and can develop into a career and/or a lifelong passion. You will develop skills in communicating emotions and ideas through the non-verbal communication medium of sound.



Music Units 1&2

VCE Music Units 1 and 2 is a highly accessible course. Students with diverse backgrounds can enrol. Prior experience in music is highly desirable, however, it is not a requirement for students to have prior experience in traditional instrumental music education to enrol. It is the common starting point for students who wish to continue into any of the four Unit 3 and 4 Music Subjects: Contemporary Performance, Repertoire Performance, Composition* and Music Inquiry*. Units 1 & 2 is also an option for Year 10 students looking for a 'year-long' music experience, regardless of their intention to pursue a Unit 3 and 4 Music sequence in the future.

** VCE Music Units 3/4 Composition and Music Inquiry are generally accessed via Virtual Schools Victoria.*

Unit 1: Organisation of music

Students explore three connected areas of study: Performing, Creating, Analysing & Responding. Students study two significant songs/compositions which then inspire and inform students' performances, arrangements and compositions. Students examine why these works are significant and respected by analysing the structures within the work. They examine features such as melody, harmony, rhythm and texture through written responses and graphic representation tasks. Students are encouraged to compose or arrange works that they, or other students, can perform.

Unit 2: Effect in music

Although the areas of study have the same titles in Unit 2, the lens through which they are studied changes greatly. As they perform, create, analyse and respond, students look at how ideas, emotions and character are conveyed through music. Students may look at one unified theme or style across the three areas of study or a variety of ideas and emotion may be examined.

Music contemporary performance

Unit 3:
Students begin developing the program they will present in Unit 4, including at least one ensemble work with another live musician, an original work created by an Australian artist since 1990 and a personally reimagined version of an existing work. Original works may also be included in the program. They may be assessed as a member of a group or as a solo performer. They use music analysis skills to refine strategies for developing their performances, demonstrating an understanding of music style, authentic performance conventions and a range of techniques. They analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4:
Students continue to build a performance program they will present at their end-of-year examination in line with their Statement of Intent. Students continue to study the work of other performers, their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance and deepen their understanding of the musical language for melody, harmony and rhythm.

Music repertoire performance

Unit 3:
Students prepare the recital program they will present in Unit 4, including consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4:
Students develop the performance program established in Unit 3 for their end-of-year practical examination. This includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based oral presentation including assessor questions. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

VET Music Performance

CUA30920 Certificate III in Music (Performance)

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

- A Year 12 study score towards their ATAR, which can be included in their top four subjects
- A nationally recognised Certificate III in Music (Performance).

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 - Equivalent to VCE Units 1 & 2

Students explore ensemble and recording skills, industry awareness, event management, legal responsibilities and song writing, including performances for school events and public venues.

Year 2 - Equivalent to VCE Units 3&4

Students prepare live performances for a chosen context that an audience would pay to see, developing stagecraft, improvisation and skills and knowledge for performance preparation and evaluation. 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%.

Students who only enrol for one year of the course receive VCE credit and certificates of completion for the completed Units of Competency. If Second Year is completed on its own, students also receive a full VCE study score.

	Units of Competency	Code
Year 1 VCE Units 1 & 2	Perform simple repertoire in ensembles	CUAMPF213
	Create simple musical compositions	CUAMCP311
	Make a music demo	CUAMPF314
	Work effectively in the music industry	CUAIND313
	Implement copyright arrangements	CUACMP311
	Plan a career in the creative arts industry	CUAIND314
Year 2 VCE Units 3 & 4	Prepare for musical performances	CUAMPF312
	Develop technical skills in performance	CUAMPF311
	Develop and apply stagecraft skills	CUAMPF412
	Develop and perform musical improvisation	CUAMPF315
	Perform music as part of a group Perform music as a soloist	CUAMPF414 *Or* CUAMPF416

Outdoor & Environmental Studies Units 1-4

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing 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, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act 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 different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as 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 over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Unit 4: Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. 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 reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Personal Development Skills VM Units 1-2

Unit 1 – Who am I and how do I connect with others?

In Unit 1 of Personal Development Skills, students will focus on understanding themselves and exploring what shapes their identity. They will reflect on their strengths, values, and personal goals, and consider how these influence the way they interact with others. Students will also learn how to build positive relationships, work effectively in teams, and communicate respectfully with people from different backgrounds. This unit helps students develop confidence, improve their wellbeing, and make thoughtful choices about their future.

Unit 2 – How can I contribute to my community?

In Unit 2, students will explore how they can actively contribute to their community. They will learn about leadership, project planning and teamwork by working on a group project that addresses a real community issue. Through this process, students will practise setting goals, solving problems, and thinking creatively about how to make a difference. This unit supports students in building important life skills and becoming active, responsible, and caring members of their communities.

Physical Education Units 1-4

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance 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. Students investigate the role and function of the main structures in each system and how they respond to

movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

Unit 3: Movement skills and energy for physical activity, sport and exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. 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' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

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 assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Physics Units 1-4

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students

develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

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 use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in Physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Product Design and Technology Units 1-4

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through

collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course.

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit 2: Positive impact for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn

about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends..

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.

Systems 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 1-4

In VCE Theatre Studies, students interpret scripts from historic periods 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, the influences of theatre on cultures and societies, and the influences of culture and society on theatre. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role of theatre practitioners.

Throughout the study, students work individually and collaboratively in production roles to interpret scripts and to plan, develop and present productions. Students study the contexts of scripts (time and place, including the historical, cultural, political and social contexts) and the languages of scripts, as well as theatre movements. They experiment with different possibilities for interpreting scripts and apply ideas and concepts for presentation to audiences. They examine ways in which meaning can be constructed and conveyed through theatre performance. Students consider their audiences and, in their interpretations, incorporate knowledge and understanding of audience culture and demographics.

Students learn about innovations in theatre production across different times, cultures and places and apply this knowledge to their work. Through the study of scripts, theatre styles and contemporary theatre movements, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. They consider their dual roles as artist and as audience. Students learn about and demonstrate an understanding of safe, ethical, inclusive, sustainable (where possible, environmentally sustainable) and responsible personal and interpersonal work practices in theatre production.

Unit 1: History of theatre styles and conventions pre-1945

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production.

Theatre up to and including 1944 encompasses scripts from a wide range of styles including, but not limited to, Agitprop, Ancient Greek, Ancient Roman, Beijing Opera, Bunraku, Commedia Dell 'Arte, Epic Theatre (early works), Elizabethan, Expressionism, Kabuki, Liturgical, Medieval, Miracle plays, Musical theatre, Naturalism, Neoclassical, Noh, Melodrama, Realism, Surrealism, Theatre of Cruelty and Wayang Kulit Theatre.

Unit 2: Contemporary theatre styles and movements

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play.

Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They study safe, ethical, inclusive and sustainable working practices (where possible, using environmentally sustainable approaches) in theatre production. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

Unit 3: Producing theatre

In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre.

Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance.

Unit 4: Presenting an interpretation

In this unit, students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through the analysis and evaluation of a production they attend for their work in Area of Study 3. The production must be selected from the prescribed VCE Theatre Studies Playlist and must be different from the production they analyse in Unit 3. The playlist is published annually on the VCAA website. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies.

Visual Communication Design Units 1-4

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Work Related Skills VM Units 1-2

Unit 1 – What skills do I need for my future?

In Unit 1 of Work Related Skills, students will explore what the world of work looks like today and how it is changing. They will learn about different types of jobs, what skills and abilities employers look for, and how they can start building those skills now. Students will also reflect on their own strengths and career interests, and begin thinking about possible pathways after school. This unit helps students make informed decisions about their future by developing workplace knowledge, confidence, and self-awareness.

Unit 2 – How do I build and maintain effective workplace relationships?

In Unit 2, students will focus on developing the skills needed to succeed in real workplace settings. They will learn about communication, teamwork, problem-solving, and how to work safely and respectfully with others. Students will also explore rights and responsibilities at work, and how to deal with challenges in a professional way. By learning how to build strong workplace relationships and act responsibly, students will be better prepared for both employment and further education opportunities.

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 Performance (this is a repeat of the information in the Music section)

CUA30920 Certificate III in Music (Performance)

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

- A Year 12 study score towards their ATAR, which can be included in their top four subjects
- A nationally recognised Certificate III in Music (Performance).

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 - Equivalent to VCE Units 1 & 2

Students explore ensemble and recording skills, industry awareness, event management, legal responsibilities and song writing, including performances for school events and public venues.

Year 2 - Equivalent to VCE Units 3&4

Students prepare live performances for a chosen context that an audience would pay to see, developing stagecraft, improvisation and skills and knowledge for performance preparation and evaluation. 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%.

Students who only enrol for one year of the course receive VCE credit and certificates of completion for the completed Units of Competency. If Second Year is completed on its own, students also receive a full VCE study score.

	Units of Competency	Code
Year 1 VCE Units 1 & 2	Perform simple repertoire in ensembles	CUAMPF213
	Create simple musical compositions	CUAMCP311
	Make a music demo	CUAMPF314
	Work effectively in the music industry	CUAIND313
	Implement copyright arrangements	CUACMP311
	Plan a career in the creative arts industry	CUAIND314
Year 2 VCE Units 3 & 4	Prepare for musical performances	CUAMPF312
	Develop technical skills in performance	CUAMPF311
	Develop and apply stagecraft skills	CUAMPF412
	Develop and perform musical improvisation	CUAMPF315
	Perform music as part of a group Perform music as a soloist	CUAMPF414 *Or* CUAMPF416

VET Certificate II in Construction Pathways (Year 1 in 2026 and Year 2 in 2027)

Newhaven College, in partnership with AIET, deliver Certificate II in Construction Pathways. This qualification provides students with the knowledge and skills that will enhance employment prospects in the building and construction industry. Students gain knowledge using various tools and equipment related to building by undertaking practical tasks and projects.

The aim of the Certificate II in Construction Pathways is to provide students with specific skills and knowledge to enable transition into an apprenticeship within construction industries at the CERTIFICATE III level.

Students are enrolled with AIET through an auspice arrangement. The course is delivered by suitably qualified trainers from Newhaven College onsite. Upon satisfactory completion of all units of this course, a student will attain a national qualification; Where a student satisfactorily meets all requirements of the course, a Certificate will be awarded.

The units of competency offered across a two-year program are:

UNIT CODE	UNIT TITLE	TYPE	VIC	WA
CPCCOM1012	Work effectively & sustainability in the construction industry	Core	20	16
CPCCOM1013	Plan and organise work	Core	20	16
CPCCOM1015	Carry out measurements and calculations	Core	20	16
CPCCVE1011	Undertake a basic construction project	Core	40	24
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	20	32
CPCCCA2002	Use carpentry tools and equipment	Elective	96	52
CPCCCA 2011	Handle carpentry materials	Elective	16	16
CPCCCM2006	Apply basic levelling procedures	Elective	8	16
CPCCCO2013	Carry out concreting to simple forms	Elective	20	24
CPCCWHS1001	Prepare to work safely in the construction industry (WHITE CARD).	Elective	6	6

CPCCWHS1001 Prepare to work safely in the construction industry will be delivered by Bass Coast Adult Learning RTO 3720 outside of the auspice arrangement.

Upon successful completion of this Unit of Competency students are eligible to be issued the Construction Induction Training (White Card), pending licensing requirements as determined by Work Safe Victoria.

Students who receive a Unit 3 & 4 sequence for VCE VET Building & Construction will be eligible for an increment towards their ATAR (10% of the average of the primary 4 scaled subjects).

VET Building and Construction (Carpentry) Year 2 only in 2026

Newhaven College, in partnership with AIET (121314), deliver 22614VIC Certificate II in Building and Construction Pre-apprenticeship (Carpentry Stream). This program offers students training in the building and construction industry which can enhance employment prospects in trades such as carpentry, joinery and shop-fitting, and other occupations in general construction.

Students are enrolled with AIET through an auspice arrangement. The course is delivered by suitably qualified trainers from Newhaven College onsite. Upon satisfactory completion of all units of this course, a student may attain a national qualification; Where a student satisfactorily meets all requirements of the course, a Certificate may be awarded.

The units of competency offered across a two year program are:

22614VIC CERTIFICATE II IN BUILDING AND CONSTRUCTION PRE-APPRENTICESHIP

AVAILABLE UNITS OF COMPETENCY

UNIT CODE	UNIT TITLE	TYPE	VIC	WA
CPCCOM1014	Conduct workplace communication	Core	20	16
CPCCOM1015	Carry out measurements and calculations	Core	20	16
CPCCCM2006	Apply basic levelling procedures	Core	8	16
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core	20	32
CPCWHS1001	Prepare to work safely in the construction industry	Core	6	6
HLTAID010	Provide basic emergency life support	Core	12	10
Additional note:	We recommend this unit is delivered by an external provider			
VU23312	Prepare for work in the building and construction industry	Core	18	N/A
VU23313	Interpret and apply basic plans and drawings	Core	25	N/A
VU23314	Erect and safely use working platforms	Core	24	N/A
VU23320	Identify and handle carpentry tools and equipment	B	100	N/A
VU23321	Perform basic setting out	B	24	N/A
VU23322	Construct basic sub-floor	B	48	N/A
VU23323	Construct basic wall frames	B	48	N/A
VU23324	Construct a basic roof frame	B	40	N/A
VU23325	Install basic external cladding	B	24	N/A
VU23326	Install basic window and door frames	B	24	N/A
VU23327	Install interior fixings	B	40	N/A
VU23328	Dismantle basic timber structures	B	20	N/A
VU23329	Construct basic formwork for concreting	B	40	N/A

An external third party RTO (that is not part of the auspice arrangement) is being used to deliver:

- HLTAID010 Provide basic emergency life support – delivered by HeroHQ RTO 40664
- CPCCWHS1001 Prepare to work safely in the construction industry – delivered by Bass Coast Adult Learning RTO 3720.
  Upon successful completion of this Unit of Competency students are eligible to be issued the Construction Induction Training (White Card), pending licensing requirements as determined by Work Safe Victoria.

Students who receive a Unit 3 & 4 sequence for VCE VET Building & Construction will be eligible for an increment towards their ATAR (10% of the average of the primary 4 scaled subjects).