
VCE Handbook 2025

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Newhaven College

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.

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.

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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

Units 1&2:

Students may be permitted to resubmit unsatisfactory work up until the end of the semester. This can be negotiated individually for satisfactory completion of a unit to occur. At times a student's circumstances warrant extending the timeline beyond the end of the semester. The decision to allow a student to resubmit work is a serious one. It is not a right of the student's and occurs in exceptional circumstances. Subject teachers, the 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 exceptional circumstances.

Units 3&4:

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

Lost or Damaged Work

It is the responsibility of students to see that work is handed to the teacher and that the work submitted has been recorded as being received. Work must not be left on teachers' desks but handed in during class time in accordance with deadline requirements. If the teacher is unavailable, the work should be personally delivered to staff at reception to be date stamped and placed in the teacher's pigeonhole. Where work is lost or damaged it must be reported to the VCE coordinator. A student who has lost or damaged work will need to complete 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.

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

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

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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 work or other resources without acknowledgement.

Use of or copying sample answers provided by their teacher, another person or another source

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

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.

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of the texts or other content material. Please speak to the Head of Senior School, Director of Learning or your subject

VCE Study Options

In choosing studies, students should consider the following:

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

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 - Foundation English
- Units 1&2 - English
- Units 3&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&2 - Physical Education
- Units 3&4 - Physical Education

Humanities

- Units 1&2 - Geography
- Units 1&2 - Modern History
- Units 1&2 - Legal Studies
- Units 3&4 - Legal Studies
- Units 3&4 - Global Politics

Performing Arts

- Units 1&2 - Drama
- Units 1&2 - Music
- Units 3&4 - Music Contemporary Performance
- Units 3&4 - Music Repertoire Performance
- Units 1&2 - Theatre Studies
- Units 3&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&2 - 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 - 22216VIC Cert II Building and Construction
- 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

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 ex0ewer ohW* nBT t0Qq0.00ETQq0.001p3 7 595.(c)-5u/F1 S oohW* n-68(e)5(x)4(0ew)4(e)5(r)-2()-17(ohW* nBT)-17(t0Qq

the interrelationships between human biological and cultural evolution. The biological consequences, and social and

Chemistry Units 1-4

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

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

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions

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.

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.

Foundation English 1-2

The Foundation English study is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

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

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

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

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

Mathematics

Foundation Mathematics Units 1&2

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.

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 areas of study.

Newhaven College -

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

Music Units 1&2

Music contemporary performance

Unit 3:

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

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,

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

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 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 examin

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

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

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

