



Chairo Christian School

Course Handbook 2024

DROUIN CAMPUS

Years 11–12

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To our knowledge, the information in this booklet was accurate at the time of publication. However, the Victorian Curriculum Assessment Authority reserves the right to make modifications to the VCE Units. Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.

INTRODUCTION

This handbook has been prepared to help students and parents/guardians make informed decisions regarding the many choices that will be available for students in Years 11 and 12 at Chairo Drouin.

We are blessed with experienced and enthusiastic teaching staff members who want the best for their students, and who are dedicated to delivering the finest educational program possible.

It is highly recommended that students entering Years 11 and 12 discuss their subject preferences with their teachers before completing the online subject selection process.

The teachers will have a good idea of the suitability of individual students for particular subjects, and their advice will help reduce the risk of students needing to change a subject once the year has commenced.

Please do not hesitate to contact the Head of Senior School, the VCE Coordinator or the VCE VM Coordinator—or individual subject teachers—if you require more information than has been provided in this handbook regarding specific subject content or requirements. We are here to help!

It is important to consider a range of subjects and pathways of potential interest. While every effort is made to meet all student preferences, this

may not always be possible due to timetabling requirements. Think carefully about the order of your preferences.

Students find that Years 11 and 12 at Chairo to be productive and enjoyable. They develop lasting friendships with staff members and other students through a wide range of shared endeavours, including sports, camps and other extra-curricular activities.

The role of senior students within our school community is strategic, and their leadership and loyalty is highly valued. It is expected that all students will uphold Chairo's values and ethos, and will contribute positively to community life.

Extra copies of all forms included in this booklet will be available from the Careers Room.

We encourage students to determine that their final stage of secondary education at Chairo will be one that they can look back on with fondness and satisfaction at having 'finished well'.

Sincerely,



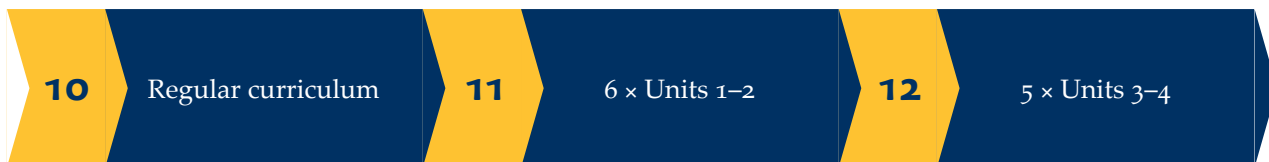
Sharon Gordon
Head of Senior School (Drouin)

PATHWAYS

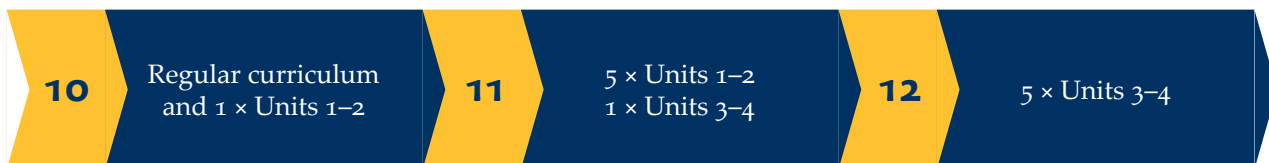
The following flowcharts present some of the typical pathways students take through Senior School at Chairo. Pathways can be flexible,

within the VCAA guidelines, and students are encouraged to discuss their individual pathway with the Pathway Development Coordinator.

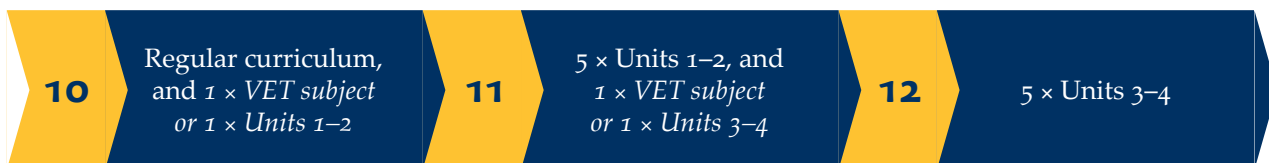
VCE Pathway



Accelerated VCE Pathway (Advance)



VCE Pathway (including VET)



VCE VM Pathway (formerly called VCAL)



VCE COURSE REQUIREMENTS

The VCE (Victorian Certificate of Education) is normally completed by students over a minimum of two years.

The VCAA (Victorian Curriculum Assessment Authority) is the government authority responsible for the administration of the VCE and each student's program must be approved by this authority.

Each subject in the VCE is divided into four semester length units. Units 1 & 2 are normally taken at Year 11 level and Units 3 & 4 are normally taken at Year 12 level. Units 3 & 4 must be studied as a sequence. Each student's two-year program of study normally comprises 22 units of work.

To successfully complete the requirements for the VCE, students must achieve satisfactory completion of a total of not less than 16 units of work, which must include:

- three of the four units of English, Literature or ESL (English as a Second Language); and
- three sequences of Units 3 & 4 studies other than English, Literature or ESL.

Year 11 students are expected to take 12 units of study (i.e. six subjects), of which Units 1 & 2 of English, Literature or ESL are compulsory.

Year 12 students are expected to take 10 units of study (i.e. five subjects chosen from the six timetable blocks), of which Units 3 & 4 of English, Literature or ESL are compulsory.

However, some variations may occur in exceptional circumstances.

Note: the Accelerated Program provides the option for Year 11 students to undertake a Units 3 & 4 sequence.

While successful completion of Units 1 & 2 during Year 10 is generally a prerequisite, under

certain circumstances for certain subjects (and following consultation with the VCE Coordinator and Careers Practitioner), students may be given permission to undertake a Units 3 & 4 sequence in Year 11 without having completed Units 1 & 2.

Students must clearly demonstrate an aptitude for the relevant subject area, and be deemed to have a real likelihood of experiencing success, before admission to the Accelerated Program is granted.

Listed in this handbook are the VCE studies on offer to Chairo students. Please note that some subjects that are able to be selected as a preference may not run if insufficient number of students select them.

A description of what each unit involves has been included in order to help students make appropriate and informed choices. Students will need to select the required number of subjects (i.e. six for Year 11 and five for Year 12).

Students are expected to purchase textbooks as required for their subjects. Any additional costs for subjects are listed.

At Chairo, we require Year 12 students to undertake at least four Units 3 & 4 sequences other than English, Literature or ESL because we believe students should have a 'safety margin' in their program. Note: up to six Units 3 & 4 sequences can contribute to the ATAR.

The 'normal' workload of a student will be 22 units over two years with the possibility of extra units available through the Accelerated Program.

We do not advise selecting any more than two folio subjects (e.g. Studio Arts, Visual Communication & Design).

VDSS (VET Delivery to Secondary Students)

Students who complete all or part of a nationally recognised VET (Vocational Education and Training) qualification can receive credit towards satisfactory completion of the VCE and/or VCE VM.

VCAA–approved VCE VET programs have Units 1 to 4 recognition within the VCE. Other nationally recognised qualifications may receive credit through an arrangement called Block Credit Recognition.

The involvement of Chairo in the local VET cluster (consisting of secondary schools in West Gippsland) means that the offerings of VET certificates are expanded.

Chairo is prepared to be an intermediary institution, outsourcing students to various providers. As such, students study off-campus one day per week (usually a Wednesday).

Students may miss up to six periods of class each week. They are expected to catch up on all missed work, without extra time or a reduced workload.

Note: some courses that are initially offered may not run if there are insufficient student numbers. This decision is made by the individual providers.

Students must submit the VDSS Expression of Interest Form **no later than Thursday 31 August 2023**. This form can be accessed at chairochristianschool.snapforms.com.au/form/vdss-expression-of-interest-form.

VET certificate courses are offered through a range of providers including:

- Apprenticeships Group Aust.
- Chisholm Institute
- Community College Gippsland
- Drouin Secondary College
- TAFE Gippsland
- Hillcrest Christian College

VET courses are offered in the following areas:

- Agriculture
- Allied Health Assistant
- Animal Studies
- Automotive
- Beauty Services
- Building and Construction
- Business
- Christian Ministry & Theology (Vetamorphus)
- Civil Construction
- Community Services
- Dance
- Early Childhood Education and Care
- Electro-technology
- Engineering
- Equine Studies
- Horticulture
- Hospitality
- Information Technology
- Photography
- Plumbing
- Salon Assistant (Hairdressing)
- Screen and Media
- Sport and Recreation

Costs: Participation in VET certificate courses incurs an additional fee, which is payable by parents/guardians. The fee per certificate is outlined in Chairo's Fee Schedule.

Fees are non-refundable unless withdrawal occurs very early in the course. Administration fees may be applied by the external provider.

Further information regarding VET certificates courses can be found on the Senior School Expo page on Linc.

VCE VM COURSE REQUIREMENTS

The VCE VM (Vocational Major, formerly VCAL) is one of the options that may be available to senior secondary students.

Giving students practical, hands-on experience related to the workforce, VCE VM also helps students develop their literacy and numeracy skills. Opportunities to develop interpersonal and work-related skills also form part of the VCE VM program.

It is an appropriate pathway for students who may want to complete apprenticeships after school, or undertake further training in the workplace or at TAFE.

The flexibility of the program enables students to undertake a study program that reflects their interests and capabilities. Fully accredited modules and units are derived from the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Successful completion of the modules will credit students with a VCE VM Certificate similar to the VCE without an ATAR (university admission score).

The VCE VM program is offered onsite at the Drouin Campus, but is open to students from other Chairo campuses who wish to apply. Please note that, due to the nature of this program, there will be capped enrolment numbers.

Students can expect an application process to study the VCE VM and will therefore need to complete and return a VCE VM application form (which can be found at the end of this handbook) by the specified deadline.

They will need to be self-motivated and disciplined as this form of study places a significant amount of organisational responsibility on them.

Prerequisites: None

Costs: Students will be advised about the texts that they will need to purchase as part of the annual booklist purchase process.

VCE VM is a high-cost, staff-intensive course to operate, with programs being individualised and significant staff time also required in relation to the offsite components.

Accordingly, standard full-time Chairo tuition fees apply. An additional levy is payable to the school. Further information will be available with the Fee Schedule release.

Time commitment: VCE VM is a full-time course. Students who take part in the VCE VM program at Chairo will spend three days per week at the Drouin Campus and two days per week off-campus completing their work placements and/or VET certificates.

CAREER ADVICE

After reading this booklet and discussing subject choices with staff members and parents/guardians, students may wish to arrange for an interview with the Career Practitioner.

Students are advised to ask the following questions and determine appropriate answers prior to such interviews:

- Will VCE or VCE VM programs best suit me and my future options?
- What requirements must I meet in order to complete my VCE/VCE VM?
- What units are available?
- What prerequisite and recommended studies do I need to undertake for a particular career pathway?
- What advice have I received from parents/guardians, teachers, friends and the Career Practitioner?
- What units, or combinations of units, are going to be the most interesting and rewarding?

While the Career Practitioner is available to discuss career options, the onus is on students to verify details. The Career Practitioner has literature and access to online resources (e.g. handbooks, course leaflets) for students and parents/guardians to read.

The earlier students begin to think about and plan the options available to them after Year 12, the greater chance they will have of making realistic and informed decisions.

All students are advised to attend open days conducted by tertiary institutions throughout the year, as these are a valuable source of information for students. Details of open days and career expos are regularly brought to the attention of students by the Careers Practitioner and teachers.

DISTANCE EDUCATION

Study through the VSV (Virtual Schools Victoria) is a service available for students who need to undertake a prerequisite subject that is not currently available at Chairo.

A fee for each subject studied by distance is payable at the time of enrolment and is non-refundable once a subject has commenced. In previous years, the VSV fees were \$810 per subject, \$560 per language.

Students undertaking studies with the VSV need to be self-motivated and disciplined, as this form of study places a significant amount of organisational responsibility on them.

VSV provides opportunities for students to attend seminars pertinent to the area of study. Transportation and supervision of students attending seminars or other activities organised by these schools are the sole responsibility of parents/guardians.

Distance Education courses are offered where a prerequisite subject is not available. Any other applications for VSV courses will be considered on a case-by-case basis by an approval panel.

Please direct Distance Education questions to Brooke Campbell at bcampbell@chairo.vic.edu.au.

CALCULATING AN ATAR

The ATAR (Australian Tertiary Admission Rank) is a percentile rank allocated to students based on VCE study scores achieved.

The ATAR (<30 to 99.95) is used by universities and TAFE institutes to select students for their courses.

When calculating the ATAR (after scaling), the study scores used are as follows:

- English, Literature or ESL plus the top three studies (known as the primary four)
- 10% of any fifth and sixth study undertaken and completed, or VCE VET appropriate subjects

Scaling by the VTAC (Victorian Tertiary Admissions Centre) affects all subjects and occurs as a reflection of the level of competition in each respective subject.

The scaling process is designed to avoid students being advantaged by taking a study that has attracted a higher proportion of less-able students, or disadvantaged by taking a study that has attracted a higher proportion of more-able students.

Importantly, the scaling of a study should not influence subject choice. Choices should be made based on aptitude and enjoyment, as these qualities will lead to the achievement of the best possible ATAR. For more information about scaling, visit the VTAC website.

Approved VCE VET Units 3 & 4 sequences will include scored assessments from which a study score for the sequence will be calculated. These can be considered along with other VCE Units 3 & 4 sequences in calculating the ATAR.

SUBJECT SELECTION PROCESS

Listed on the following pages of this booklet are the studies potentially on offer to students at the Drouin Campus of Chairo.

Classes offered will depend on the subject selection of students and the availability of qualified staff members.

Preference Selection

All course preferences will be completed online. Each parent or guardian will receive an email in

Term 3 with instructions and key dates relating to student subject selection.

Preferences will need to be completed by the specified deadline. Thereafter, students may be allocated preferences on your behalf in order to proceed with planning.

Any questions about the subject selection process should be directed to Sharon Gordon, Head of Senior School.

APPLIED COMPUTING

Applied Computing—Units 1 & 2

In Unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2 students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none"> • Data analysis • Programming 	<ul style="list-style-type: none"> • Innovative solutions • Network security

Software Development—Units 3 & 4

In Unit 3 students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of Study

Unit 3	Unit 4
Software Development <ul style="list-style-type: none"> • Programming • Analysis and design 	Software Development <ul style="list-style-type: none"> • Development and evaluation • Cybersecurity: software security

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	10%
	School Assessed Coursework for Unit 4	10%
	School Assessed Task for Units 3 and 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	To be advised each year
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

ART CREATIVE PRACTICE

In the study of 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.

Unit 1: Interpreting artworks and exploring the Creative Practice

Students study the practices of at least three artists to examine historical and contemporary artworks and practices. The artists studied are inspired by ideas relating to person identity. Students analyse and interpret to learn how to formulate personal opinions about artworks. This is done by applying the Structural and Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes, and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They are guided through an Experiential learning process to research, explore, experiment, and develop, and to evaluate and reflect upon their use of the Creative Practice.

Unit 2: Interpreting artworks and developing the Creative Practice

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and other Interpretative Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore ways that artists interpret and communicate social and personal ideas in artworks. Students research historical and contemporary artworks and explore diverse alternative approaches to making and presenting 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

Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They research historical and contemporary artists which informs students Creative Practice. They develop a finished artwork which will contribute to the Body of Work in Units 3 & 4.

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

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. Students apply Interpretative lenses throughout the Creative Practice to resolve and refine their Body of Work.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Artist, artworks and audiences • The Creative Practice • Documenting and reflecting on the Creative Practice 	<ul style="list-style-type: none"> • The artist, society and culture • The collaborative Creative Practice • Documentation of collaboration using the Creative Practice 	<ul style="list-style-type: none"> • Investigation and presentation • Personal investigation using the Creative Practice 	<ul style="list-style-type: none"> • Documentation and critique of the Creative Practice • Resolution and presentation of a Body of Work • Comparison of artist, their practice and their artworks

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	10%
	School Assessed Task	60%
	End-of-year Examination	30%

Additional Information

Additional Subject Costs	Texts to be advised. Some materials costs may need to be covered by student
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

BIOLOGY

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A practical investigation is undertaken.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species. A research investigation is undertaken.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. An investigation of a selected case study, data analysis and/or a bioethical issue is undertaken.

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

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for structural trends in the human fossil record. A student-designed scientific investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How do cells function? How do plant and animal systems function? How do scientific investigations develop understanding of how organisms regulate their functions? 	<ul style="list-style-type: none"> How is inheritance explained? How do inherited adaptations impact on diversity? How do humans use science to explore and communicate contemporary bioethical issues? 	<ul style="list-style-type: none"> What is the role of nucleic acids and proteins in maintaining life? How are biochemical pathways regulated? 	<ul style="list-style-type: none"> How do organisms respond to pathogens? How are species related over time? How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

Additional Information

Prerequisites	Biology Unit 1 is strongly recommended before doing Units 3 & 4
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

BUSINESS MANAGEMENT

Unit 1: Planning a business

Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

Students examine the legal requirements that must be met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

Students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business

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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> The business idea Internal business environment and planning External business environment and planning 	<ul style="list-style-type: none"> Legal requirements and financial considerations Marketing a business Staffing a business 	<ul style="list-style-type: none"> Business foundations Human resource management Operations management 	<ul style="list-style-type: none"> Reviewing performance—the need for change Implementing change

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

CHEMISTRY

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

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. A research investigation is undertaken.

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

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A scientific investigation is undertaken.

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

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials. Students analyse and compare different fuels as energy sources for society. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. Students conduct practical investigations.

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

Students investigate the structures and reactions of carbon-based organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations. A student-designed scientific investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How do the chemical structures of materials explain their properties and reactions? How are materials quantified and classified? How can chemical principles be applied to create a more sustainable future? 	<ul style="list-style-type: none"> How do chemicals interact with water? How are chemicals measured and analysed? How do quantitative scientific investigations develop our understanding of chemical reactions? 	<ul style="list-style-type: none"> What are the current and future options for supplying energy? How can the rate and yield of chemical reactions be optimised? 	<ul style="list-style-type: none"> How are organic compounds categorised and synthesised? How are organic compounds analysed and used? How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

ENGLISH

This study aims to enable students to develop their critical understanding and control of the English language. Students consider the use of both written and oral language in a range of situations, from informal interactions to public speaking.

Unit 1

Students make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. They craft their own texts designed for a specific context and audience to achieve a stated purpose, and describe individual decisions made during the writing process.

Unit 2

Students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. They explore and analyse persuasive texts, including the ways audience and language can be used to position an audience. They construct a point of view text for oral presentation.

Unit 3

Students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

They demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose.

Unit 4

Students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. They analyse the use of argument and language in persuasive texts and develop and present a point of view text.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Reading and exploring texts • Crafting texts 	<ul style="list-style-type: none"> • Reading and exploring texts • Exploring argument 	<ul style="list-style-type: none"> • Reading and responding to texts • Creating texts 	<ul style="list-style-type: none"> • Reading and responding to texts • Analysing argument

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

Additional Information

Prerequisites	Year 10 English completed satisfactorily
Sequence Requirements	Of the four units, three must be satisfactorily completed (two of which must be in the Units 3 & 4 sequence).

FOOD STUDIES

Unit 1: Food origins

Students focus on the historical and cultural aspects of food.

Area of Study 1 explores the evolution of food sourcing, from hunter-gatherer societies to modern urban living and global food trade. Students investigate a specific food-producing region.

In Area of Study 2, students focus on Australia, examining indigenous food, changes in food patterns since European settlement, and the influence of food industries and immigration. They also explore Australian culinary identity.

The unit considers the impact of innovations, technologies, and globalisation on food patterns. Practical activities enhance learning and allow students to share their knowledge.

Unit 2: Food makers

Students examine food systems in contemporary Australia.

In Area of Study 1, the focus is on commercial food production industries, exploring the significance of these industries to the Australian economy and investigating their ability to provide safe and high-quality food that meets consumer needs.

In Area of Study 2, students explore food production in domestic and small-scale settings, alongside commercial production. They acquire practical skills and knowledge to produce food and assess them in comparison to commercial products. The unit also examines the effective provision and preparation of food at home, highlighting the advantages and difficulties of developing and utilising practical food skills in daily life. Students create new food products, modify recipes, and explore entrepreneurial possibilities as small-scale food producers.

Overall, the unit explores food systems in Australia, covering both commercial and domestic production, and encourages students to consider practical food skills and their potential applications in various contexts.

Unit 3: Food in daily life

Students explore the different roles and influences of food in our lives.

In Area of Study 1, students investigate the science behind our need for food, how it nourishes our bodies, and the potential harm it

can cause. They learn about food appreciation, the physiology of eating and digestion, and the impact of diet on gut health. They analyse the scientific rationale behind the healthy eating recommendations provided by the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop an understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices. Students explore how communities, families, and individuals change their eating patterns over time, as well as the development of food values and behaviours within social environments. They investigate the role of food in shaping identity and fostering connections, as well as the ways in which food information can be filtered and manipulated. The unit also covers behavioural principles that assist in establishing lifelong, healthy dietary patterns.

Practical activities help students understand how to plan and prepare food to meet various dietary needs. They produce everyday meals that promote nutritious and sustainable eating patterns.

Unit 4: Food issues, challenges and futures

This unit explores debates about Australia's food systems in the global context and addresses the challenge of feeding a growing world population.

In Area of Study 1, students focus on individual responses to food information, develop food knowledge and skills, and learn to make informed choices. They also examine the relationship between food security, sovereignty, and citizenship. Practical activities involve interpreting food labels and navigating food trends.

In Area of Study 2, students explore environmental and ethical issues, farming practices, innovations, and challenges related to food security and wastage. They research specific topics, analyse solutions, and support sustainable futures.

Overall, the unit emphasises understanding food issues, challenges, and futures in Australia, while encouraging healthy eating and considering the impact on both human and planetary health.

Through practical activities, students apply their responses to environmental and ethical food issues, preparing foods which reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and which optimise human and planetary health.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• Food around the world• Food in Australia	<ul style="list-style-type: none">• Australia's food systems• Food in the home	<ul style="list-style-type: none">• The science of food• Food choices, health and wellbeing	<ul style="list-style-type: none">• Navigating food information• Environment and ethics

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	30%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	40%

Additional Information

Additional Subject Costs	Texts to be purchased
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

GEOGRAPHY

Unit 1: Hazards and disasters

Hazards represent the potential to cause harm to people and or the environment. Disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change. Students undertake fieldwork and produce a fieldwork report.

Unit 2: Tourism: issues and challenges

Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students undertake fieldwork and produce a fieldwork report.

Unit 3: Changing the land

Students focus on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

Unit 4: Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Characteristics of hazards Response to hazards and disasters 	<ul style="list-style-type: none"> Characteristics of tourism Impacts of tourism: issues and challenges 	<ul style="list-style-type: none"> Land cover change Land use change 	<ul style="list-style-type: none"> Population dynamics Population issues and challenges

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Excursion/fieldwork to be advised (approximately \$225) and texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

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

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. They enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Students investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept, and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing, and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Students look at the fundamental conditions required for health improvement, as stated by

the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development, in a global context.

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health, wellbeing and human development, focusing on the Sustainable Development Goals of the United Nations and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. They evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Health perspectives and influences • Health and nutrition • Youth health and wellbeing 	<ul style="list-style-type: none"> • Developmental transitions • Health care in Australia 	<ul style="list-style-type: none"> • Understanding health and wellbeing • Promoting health and wellbeing 	<ul style="list-style-type: none"> • Health and wellbeing in a global context • Health and the sustainable development goals

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

Additional Information

Prerequisites	None
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HISTORY

All units of history involve in-depth studies of turning points in history and therefore students benefit from being competent readers, interested in the past and willing to learn. In order to prepare Unit 1 & 2 students for Units 3 & 4 we study Units 1 & 2 in opposite order.

Unit 1: Empires

Students study the early English Empire as it grew across the globe including the causes and consequences of revolt against the Empire particularly in North America.

What were the impacts of the arrival of English people in American soil? How did the English Empire establish and maintain control in America? Why did they lose control and what were the immediate consequences of this loss of control?

Unit 2: Modern History

Students study the Cold War and the way the world changed as a result of this global event. They investigate questions like: What caused the Cold War? How did the conflict between superpowers impact on minnow countries? How did it help give rise to local and international terrorist groups?

Units 3 & 4: Revolutions

Revolutions share the common aim of breaking with the past and destroying regimes, then embarking on a program of political and social transformation. Revolutions often involve civil war and provoke counter-revolutions, thus further disrupting society.

Over the course of the year, students will study two revolutions, focusing on individuals, movements, events and ideas involved in the development of the revolution, and will evaluate the nature and success of the new society created by the revolution.

Areas of Study

Unit 2	Unit 1	Unit 3	Unit 4
<ul style="list-style-type: none"> Causes, course and consequences of the Cold War Challenge and change 	<ul style="list-style-type: none"> The rise of empires Encounters, challenge and change 	<ul style="list-style-type: none"> Causes of revolution Consequences of revolution 	<ul style="list-style-type: none"> Causes of revolution Consequences of revolution

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

Additional Information

Prerequisites	None
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LOTE – INDONESIAN STUDIES

The Language and Scope of Study

The language to be studied and assessed is the modern standard version of Indonesian. VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian about a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian 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 personal identity.

Structure

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

Outcomes

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Exchange meaning in a spoken interaction in Indonesian • Interpret information from two texts on the same subtopic presented in Indonesian, and respond in writing in Indonesian and English • Present information, concepts and ideas in writing in Indonesian 	<ul style="list-style-type: none"> • Respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian • Analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian • Explain information, ideas and concepts orally in Indonesian 	<ul style="list-style-type: none"> • Participate in a spoken exchange in Indonesian to resolve a personal issue • Interpret information from texts and write responses in Indonesian • Express ideas in a personal, informative or imaginative piece of writing in Indonesian 	<ul style="list-style-type: none"> • Share information, ideas and opinions in a spoken exchange in Indonesian • Analyse information from written, spoken and viewed texts for use in a written response in Indonesian • Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	Examination – oral component	12.5%
	Examination – written component	37.5%

Additional Information

Prerequisites	Year 10 Indonesian and Units 1 & 2 respectively
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LOTE – SPECIAL RECOGNITION

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

The student's Statement of Results will include an additional statement that recognises the award of the VCE (Baccalaureate). Tertiary institutions have also indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 & 4 sequence in a VCE Language;
- a Units 3 & 4 sequence in English or Literature or English Language with a study score of 30 or above, or a Units 3 & 4 sequence in EAL with a study score of 33 or above;
- a Units 3 & 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics; and
- at least two other Units 3 & 4 sequences.

LEGAL STUDIES

Unit 1: The presumption of innocence

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 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.

Unit 2: Wrongs and rights

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

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Legal foundations • Proving guilt • Sanctions 	<ul style="list-style-type: none"> • Civil liability • Remedies • Human rights 	<ul style="list-style-type: none"> • The Victorian criminal justice system • The Victorian civil justice system 	<ul style="list-style-type: none"> • The people and the law-makers • The people and reform

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

LITERATURE

Unit 1: Approaches to literature

In Area of Study 1, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. In Area of Study 2, students explore the concerns, ideas, style, and conventions common to a distinctive type of literature seen in literary movements or genres.

Unit 2: Context and connections

In Area of Study 1, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. In Area of Study 2, students focus on the text and its historical, social, and cultural context. They reflect on representations of a specific time period and/or culture within a text.

Unit 3: Form and transformation

In Area of Study 1, students focus on how the form of a text contributes to its meaning. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. In Area of Study 2, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4: Interpreting texts

In Area of Study 1, students focus on the imaginative techniques used for creating and recreating a literary work. They use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. In Area of Study 2, students focus on a detailed scrutiny of the language, style, concerns, and construction of texts. They attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Reading practices • Exploration of literary movements and genres 	<ul style="list-style-type: none"> • Voices of Country • The text in its context 	<ul style="list-style-type: none"> • Adaptations and transformations • Developing interpretations 	<ul style="list-style-type: none"> • Creative responses to texts • Close analysis of texts

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	50%
	End-of-year examination	50%

Additional Information

Prerequisites	None
Key recommendation	Students are recommended to study English concurrently.

MATHEMATICS

General Mathematics—Units 1–4

General Mathematics provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods—Units 1–4

Mathematical Methods provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Specialist Mathematics—Units 1–4

Specialist Mathematics provides for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Combinations of Mathematics Units

Units 1 & 2	Units 3 & 4
General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
Mathematical Methods and Specialist Mathematics	Any combination of Mathematics subjects (Specialist must be done concurrently with Methods)

Areas of Study

General Mathematics	Mathematical Methods	Specialist Mathematics
<p>Units 1–2</p> <ul style="list-style-type: none"> Data analysis, probability and statistics Discrete mathematics Algebra, number and structure Functions, relations and graphs Space and measurement Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Data analysis, probability and statistics Discrete mathematics 	<p>Units 1–2</p> <ul style="list-style-type: none"> Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics 	<p>Units 1–2</p> <ul style="list-style-type: none"> Algebra, number and structure Data analysis, probability and statistics Discrete mathematics Functions, relations and graphs Space and measurement Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Discrete mathematics Functions, relations and graphs Algebra, number and structure Calculus Space and measurement Data analysis, probability and statistics

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework (General, Methods and Specialist)	40%
	End-of-year Examinations (General)	30% & 30% (60%)
	End-of-year Examinations (Methods & Specialist)	20% & 40% (60%)

Additional Information

Prerequisites	Students attempting Mathematical Methods or Specialist Mathematics should have a sound background in Algebra, Functions and Probability. In general terms, students should have received an overall 'B' aggregate in Year 10 Mathematics A.
Additional Subject Costs	Texts and type of graphics calculator to be advised

MUSIC

Music is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. After completing Music Units 1–2 students are able to complete their Units 1–4 sequence by selecting any of the Units 3–4 Music options. These options include Music Contemporary Performance or Music Repertoire Performance.

Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

Units 1 & 2
<ul style="list-style-type: none">• Performing• Creating• Analysing and responding

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Previous training in music
Additional Subject Costs	Texts to be advised

MUSIC CONTEMPORARY PERFORMANCE

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Unit 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also 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 work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Performing • Analysing for performance • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	Unit 4 Performance examination	50%
	End-of-year aural and written examination	20%

Additional Information

Prerequisites	Students are encouraged to first complete Music Units 1 & 2
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MUSIC REPERTOIRE PERFORMANCE

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation 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 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

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation 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 further 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 viva voce.

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.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Performing • Analysing for performance • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	Unit 4 Performance examination	50%
	End-of-year aural and written examination	20%

Additional Information

Prerequisites	Students are encouraged to first complete Music Units 1 & 2
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

OUTDOOR AND ENVIRONMENTAL STUDIES

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. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments.

Unit 2: Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction.

Unit 4: Sustainable outdoor relationships

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.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Our place in outdoor environments • Exploring outdoor environments • Safe and sustainable participation in outdoor experiences 	<ul style="list-style-type: none"> • Understanding outdoor environments • Observing impacts on outdoor environments • Independent participation in outdoor environments 	<ul style="list-style-type: none"> • Changing human relationships with outdoor environments • Relationships with Australian environments in the past decade 	<ul style="list-style-type: none"> • The importance of healthy outdoor environments • The future of outdoor environments • Investigating outdoor environments

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Prerequisites	Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject
Additional Subject Costs	To be advised each year (approximately \$700)
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

PHYSICAL EDUCATION

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

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

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contribution and interplay of the three energy systems to performance in 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 analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How does the musculoskeletal system work to produce movement? How does the cardiorespiratory system function at rest and during physical activity? 	<ul style="list-style-type: none"> What are the relationships between physical activity, sport, health and society? What are the contemporary issues associated with physical activity and sport? 	<ul style="list-style-type: none"> How are movement skills improved? How does the body produce energy? 	<ul style="list-style-type: none"> What are the foundations of an effective training program? How is training implemented effectively to improve fitness?

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End of-year examination	50%

Additional Information

Prerequisites	None
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PHYSICS

Unit 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues.

Unit 2: How does physics help us to understand the world?

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options that enables them to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field and compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. 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?

Students explore some monumental changes in thinking in Physics. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS. A student-designed practical investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How are light and heat explained? How is energy from the nucleus utilised? How can electricity be used to transfer energy? 	<ul style="list-style-type: none"> How is motion understood? How does physics inform contemporary issues and applications in society? How do physicists investigate questions? 	<ul style="list-style-type: none"> How do physicists explain motion in two dimensions? How do things move without contact? How are fields used in electricity generation? 	<ul style="list-style-type: none"> How has understanding about the physical world changed? How is scientific inquiry used to investigate fields, motion or light?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	30%
	School Assessed Coursework for Unit 4	20%
	End-of-year Examination	50%

Additional Information

Prerequisites	<ul style="list-style-type: none"> A solid pass in Year 10 Science and Year 10 Maths for Units 1 & 2 A pass in Year 11 Physics and Year 11 Maths Methods for Units 3 & 4
Sequence requirements	Unit 2 for Units 3 & 4

POLITICS

Unit 1: Politics, power and political actors

Will military power make diplomacy pointless?

Students will be immersed in the world of military power, governmental authority, and political participation. They will understand how these often-tumultuous elements of society limit and interact with each other. Students will conduct simulations of political theatre to help unravel the tangled motivations of various political actors. They will dissect the roles of various political actors, from governments and corporations to social movements and individuals. Here, students investigate the sources of legitimacy and power, engaging in lively debates and gaining the skills to critically analyse political issues.

Unit 2: Democracy – Stability and change

Is democracy under attack? Students delve into global challenges to democracy and evaluate their impact on the legitimacy and spread of democratic principles. They investigate at least one global issue or crisis that tests the importance of democratic values. Students assess the role of global actors in promoting or undermining democratic principles, by exploring ideology, institutions of global governance, and the current rules-based international order. Students think critically to form an opinion about the state of modern democracy.

Unit 3: Global cooperation and conflict

Students will investigate the world's most pressing contemporary challenges that transcend borders, such as climate change, economic instability, development, and weapons of mass destruction. Students will assess the causes and consequences of global dilemmas such as terrorism, interstate conflict, arms races, trade embargos, mass people movement and political uprisings, while also evaluating the effectiveness of responses from global actors. Students will ponder the question facing the future of humanity: *how can we cooperate in a globally volatile world?*

Unit 4: Power in the Indo-Pacific

Students ask: *can national interest truly flourish within regional relationship?* They will analyse the strategic competition among global actors in the Indo-Pacific, focusing on one state's perspective, interests, and actions within the region. Students will also explore Australia's strategic and national interests, examining its role in the region and evaluating its responses to regional issues and crises. By assessing different perspectives, students will gain a comprehensive understanding of power dynamics, cooperation, and conflict in the immediate Indo-Pacific region.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Sources of power and legitimacy Political actors' use of power in contested domestic issue 	<ul style="list-style-type: none"> Political issues in Australia Understand spread of democracy Global challenges to the legitimacy 	<ul style="list-style-type: none"> Causes of global conflict and crises Effectiveness of global responses to conflict and crises 	<ul style="list-style-type: none"> Sources and forms of power used by a state in Indo-Pacific region National interests in the Indo-Pacific region

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	50%
	End-of-year Examination	30%

Additional Information

Subject to sufficient interest.	
Additional Subject Costs	Texts to be advised.

PRODUCT DESIGN TECHNOLOGY

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. Students analyse and evaluate existing products and current technological innovations in product design. 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.

Unit 2: Positive impacts for end users

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.

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).

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. 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.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Developing and conceptualising designs Generating, designing and producing 	<ul style="list-style-type: none"> Opportunities for positive impacts for end users Design for positive impacts for end users Cultural influences on design 	<ul style="list-style-type: none"> Influences on design, development and production of products Investigating opportunities for ethical design and production Developing a final proof of concept for ethical production 	<ul style="list-style-type: none"> Managing production for ethical designs Evaluation and speculative design

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	20%
	School Assessed Task	50%
	End-of-year Examination	30%

Additional Information

Prerequisites	It is recommended students undertake Units 1 & 2 prior to 3 & 4.
Additional Subject Costs	Texts to be purchased as per book list. Materials costs above \$120 will need to be covered by student.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour. A student-directed research investigation is undertaken.

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

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. A student-adapted or student-designed scientific investigation is undertaken.

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

Unit 4: How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep. Students consider ways in which mental wellbeing may be defined and conceptualised. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. A student-designed scientific investigation is undertaken.

Throughout Units 1 to 4 Psychology, students consider how psychological understanding can be informed and enhanced by considering how Aboriginal and Torres Strait Islander peoples have developed and refined their own knowledge about the world through observation, using all the senses; prediction and hypothesis testing; and making generalisations within specific contexts. Areas of focus include their contribution to the area of psychological development, the impact of stereotypes, prejudice and discrimination, Aboriginal and Torres Strait Islander peoples' use of mnemonics as an aid to memory, and the contribution of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • What influences psychological development? • How are mental processes and behaviour influenced by the brain? • How does contemporary psychology conduct and validate psychological research? 	<ul style="list-style-type: none"> • How are people influenced to behave in particular ways? • What influences a person's perception of the world? • How do scientific investigations develop understanding of influences on perception and behaviour? 	<ul style="list-style-type: none"> • How does the nervous system enable psychological functioning? • How do people learn and remember? 	<ul style="list-style-type: none"> • How does sleep affect mental processes and behaviour? • What influences mental wellbeing? • How is scientific inquiry used to investigate mental processes and psychological functioning?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

TEXTS AND TRADITIONS

Unit 1: Texts in traditions

Students examine the place of the Bible and its literary forms within a religious tradition. Students explore the importance of texts at the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Unit 2: Texts in society

Students study the Bible as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.

Unit 3: Texts and the early tradition

Students develop an understanding of how the chosen set text (either the Gospel of Luke or the Gospel of John) responds to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within. As a means of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods used by religious scholars.

Unit 4: Texts and their teachings

Students apply exegetical methods begun in Unit 3 to a greater depth. They study a significant theme contained in the set text (whichever Gospel is chosen), and consider the interpretation of the theme.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Importance of sacred texts to the tradition The exegesis of text Sacred texts and later traditions 	<ul style="list-style-type: none"> Sacred texts in the past Sacred texts today Comparing religious traditions 	<ul style="list-style-type: none"> The background of the tradition Audience, purpose, and literary aspects of the set texts Interpreting texts 	<ul style="list-style-type: none"> Interpreting texts Religious themes and their teaching purpose

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework for Unit 3	25%
	School-assessed coursework for Unit 4	25%
	End-of-year examination	50%

Additional Information

Prerequisites	None
Subject costs	Students will be advised about the texts they need to purchase.

THEATRE STUDIES

Units 1 & 2: Theatrical styles of the Pre-Modern and Modern eras

This area of study focuses on an exploration of play scripts from the Pre-Modern and Modern eras of theatre (i.e. works written before and after the 1920s).

Students learn about contexts, cultural origins, theatrical styles and the use of production roles. They also analyse several plays in performance. Through working collaboratively, students mount a performance of a play script and engage in the application of the necessary production roles.

Unit 3

Students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. They specialise in two production roles, working collaboratively in order to realise the production of a play script. They use knowledge that they develop from this experience to analyse the ways that production roles can be used to interpret previously unseen play script excerpts.

Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist that is published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the play script in the performance.

Unit 4

Students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications that is published annually by the VCAA, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. They interpret a monologue from within a specified scene using selected production roles to realise their interpretation.

Student work for Outcomes 1 & 2 is supported through analysis of a performance they attend, which is selected from the prescribed VCE Theatre Studies Unit 4 Playlist that is published annually in the VCAA Bulletin.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Pre-Modern Theatre Interpreting play scripts Analysing a play in performance 	<ul style="list-style-type: none"> Modern Theatre Interpretation through stagecraft Analysing a play in performance 	<ul style="list-style-type: none"> Production process Theatrical interpretation Production analysis 	<ul style="list-style-type: none"> Monologue interpretation Scene interpretation Performance analysis

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	45%
	End-of-year written examination	30%
	End-of-year monologue examination (performance)	25%

Additional Information

Prerequisites	None
Subject costs	<ul style="list-style-type: none"> Units 1 & 2 – \$60.00 (for two theatre tickets) plus Myki travel pass Units 3 & 4 – \$60.00 (for two theatre tickets) plus Myki travel pass

VISUAL COMMUNICATION DESIGN

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. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information.

Unit 2: Design contexts and connections

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.

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. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem.

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. 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.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Reframing design problems Solving communication design problems Design's influence and influences on design 	<ul style="list-style-type: none"> Design, place and time Cultural ownership and design Designing interactive experiences 	<ul style="list-style-type: none"> Professional design practice Design analysis Design process: defining problems and developing ideas 	<ul style="list-style-type: none"> Design process: refining and resolving design concepts Presenting design solutions

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework Task	50%
	End-of-year Examination	30%

Additional Information

Prerequisites	Strongly recommended completion of Units 1 & 2 for Units 3 & 4
Additional Subject Costs	Text book plus materials to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

CLEANING OPERATIONS (VET)

Cleaning Operations is a school based Traineeship that credits students with a boost to their final ATAR through a block credit (10% of their 4th subject).

Students who complete this course will be equipped with relevant skills and knowledge to work as a domestic, commercial or healthcare cleaner within the cleaning industry of Australia, in leading hand or supervisory roles.

Accreditation

On successful completion of Cleaning Operations, students receive a Certificate III in Cleaning Operations. This is a nationally recognised qualification which will be issued by Qualify & Edge Learning Group.

Areas of Study

During completion of this traineeship, students will establish a wide range of skills, also an understanding of how it really is out in the workforce. Some of these include:

- Team Building
- High-touch services/Infection Control (COVID-19)
- How to support leadership in the workplace
- Leadership skills
- Occupational Health and Safety
- Communication and Customer Service
- How to clean effectively and efficiently in an allocated time frame
- Window cleaning techniques
- Vacuuming techniques
- How to maintain all equipment
- The use of heavy-duty machinery such as hot water extraction & high-speed polisher.

Additional Information

Prerequisites	<ul style="list-style-type: none">• Students must be an employee of Quality Cleaning Pty Ltd.• Students need to be available to work their allocated week nights (this is where they experience their on the job training).• Students need to be available to work numerous days in the school holidays, as this is where they will get to experience the use of a variety of machinery.• Students will be required to join an app for communication during the traineeship.
Additional subject costs	A one off payment of \$500 to be paid by the student upfront for books/program fees. The balance is automatically paid by Quality Cleaning Pty Ltd as a courtesy to families.
Time commitment	Approximately two to four hours per week as well as students employed cleaning hours (including being available for some holiday work)



Chairo Christian School

VCE VM APPLICATION FORM DROUIN CAMPUS

Name: _____ Current Year Level: _____

Current School and Campus: _____

Identify three careers that you are interested in:

1. _____

2. _____

3. _____

Explain *why* you have chosen to apply for VCE VM: _____

Explain what you *know* about our VCE VM program: _____

Explain how you could *contribute* to the VCE VM program: _____

Provide an example of a time you have demonstrated each of the following key skills:

Planning and organising: _____

Teamwork: _____

Communication skills: _____

Problem-solving: _____

Using technology, computers, tools or machinery: _____

Learning new skills: _____

Self-Evaluation Checklist (1 = not really, 5 = almost always)	1	2	3	4	5
I regularly attend my classes					
I use my time productively					
I meet due dates					
I work well independently					
I work well in a team environment					
I am comfortable working in many different environments					
I enjoy practical work					
I communicate well with others					
I allow others to use their time effectively					
I am reliable					

List three strengths:

1. _____
2. _____
3. _____

List three weaknesses:

1. _____
2. _____
3. _____

You may be required to attend an interview (notified via email) where you will have the opportunity to discuss your suitability for the VCE VM program. The VCE VM program attracts non-refundable fees in addition to standard enrolment fees. Further information about the VCE VM levy will be available with the Fee Schedule release.

Please return this form to the careers office by the end of August.

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

OFFICE USE ONLY

Teacher and Support Staff Endorsement	Yes	No	Comment
English			
Maths			
Science			
Humanities			
Elective 1			
Elective 2			
Year Level Coordinator			
Careers Advisor			
VCE VM Coordinator			
VCE VM Teaching Team			
Learning Support			
Interview Required?			
Semester Report Required?			