



# Chairo Christian School

## Course Handbook 2025

**DROUIN CAMPUS**

*Years 11–12*

# VCE Handbook

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## Introductory Information

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.

### Focus on Selection Pathways for Future Learning and Careers

Each person is created by God with unique characteristics to partner with Him in His work throughout their life. Considering this firm foundation, studies evidence that four main areas contribute to vocation, further study and career satisfaction. These are an individual student's interests, personality, values and aptitude. Selecting subjects which reflect these four areas also increases a student's engagement while at school.

The aim of this handbook is to:

1. **Assist students in selecting subjects:** Listed in this handbook are the VCE studies on offer to Chairo students. A description of each unit, what the requirements are for completing the subject and, potential careers pathways have been included in order to help students make appropriate and informed choices.
2. **Explain the process of submitting selected VCE subjects:** This is a new process in 2024 and will enable supported decision-making about the best pathways for every student.
3. **Provide access to the required application forms for alternative VCE affiliated programs.**
4. **Provide information regarding additional resource requirements such as textbooks:** Students are expected to purchase textbooks as required for their subjects. Any additional costs for subjects are listed.

It is highly recommended that students entering Years 11 and 12 discuss their subject preferences with their families before any students entering Year 12 complete the snap form emailed to parents and any students entering Year 11 complete their course counselling interview with their parent/guardian on either Tuesday 6 August (online) or Thursday 8 August (face-to-face).

Additionally, teachers will have insight into the suitability of subjects for individual students, 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!

Sincerely,

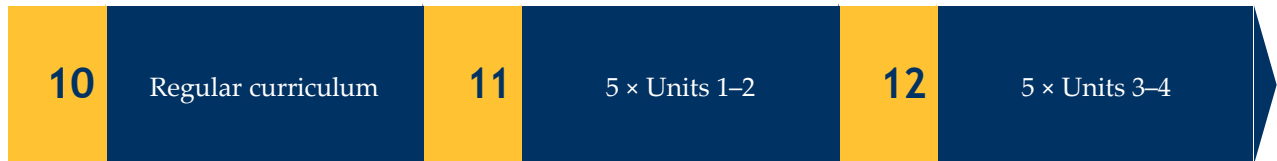
**Andrew Campbell**  
Head of Senior School (Drouin)

**Meg Steenholdt**  
Head of Teaching and Learning

## 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 Careers Practitioner.

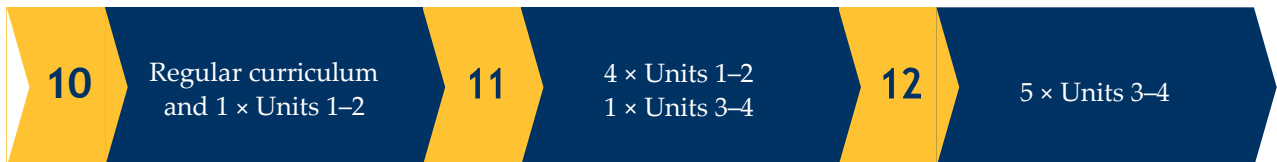
### VCE Pathway



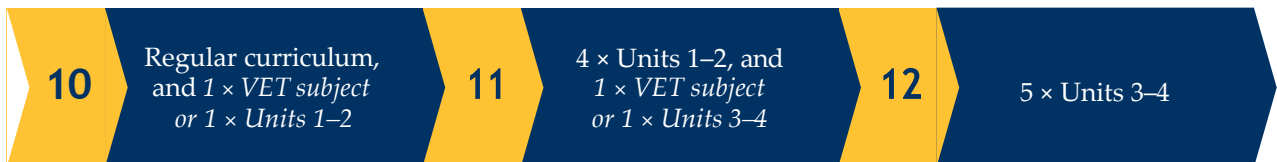
### VCE Vocational Major Pathway



### Accelerated VCE Pathway (Advance)



### VCE Pathway (including VET)





## **Careers Planning**

Statistical data indicates that the average Australian will be 26-28 years old before they settle on their first career and that they will have 5 career changes in their lifetime. Unlike in the past when we asked, “what do I want to be when I grow up?” the more helpful question now is “where do I want to start in my careers?” It is vital for students to make some time to think about vocations of interest and the associated training requirements.

### **Year 10 Career Planning Activities**

During Year 10, students completed some career planning activities using the framework of the 4 key areas: interests, personality, values, and aptitude. Throughout Years 11 and 12, the school provides further opportunities for aspirational and vocational thinking and planning. We encourage families to partner with the school and their child to explore the many opportunities for post-secondary learning and career pathways. The earlier students begin to think about and plan for the options available to them after Year 12, the greater chance they will have of making realistic and informed decisions.

### **Using the VTAC Website**

During in-school activities, students were introduced to the VTAC website and completed a course search of various courses of interest to them (CourseSearch: [Search \(vtac.edu.au\)](http://vtac.edu.au)). This is a helpful way to identify prerequisite requirements for various courses and minimum ATAR requirements. This exploration enables students to identify some areas of interest and plan carefully to ensure that they select a suitable pathway and subjects.

### **Attending Open Days**

One way to begin meaningful conversations is to attend open days conducted by tertiary institutions throughout the year with your child. 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 Coordinator. Parents/guardians can also directly access this information on TAFE and university websites.

### **Arranging an Interview with the Careers Coordinator**

After reading this booklet and discussing subject choices with parents/guardians and teachers, students may wish to arrange for an interview with the Careers Coordinator. Students are advised to ask the following questions and determine appropriate answers prior to such interviews:

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

## 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 typically taken at Year 11 level; and
- Units 3 & 4 are typically 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.

As prescribed by the VCAA, 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, or EAL (English as an Additional Language); and
- Three sequences of Units 3 & 4 studies other than English, or EAL.

Year 11 students are expected to take 11 units of study, of which Units 1 & 2 of English or EAL and Unit 1 of Religion and Society are compulsory.

Year 12 students are expected to take 11 units of study of which Units 3 & 4 of English, or EAL and Unit 2 of Religion and Society are compulsory. However, some variations may occur in exceptional circumstances.

## Calculating an ATAR

The ATAR (Australian Tertiary Admission Rank) is a percentile rank allocated to students based on VCE study scores achieved ONLY from Units 3&4 sequences. The ATAR is a rank between 1 to 99.95 and is used by universities and TAFE institutes to select students for their courses.

When calculating the ATAR the study scores used are as follows:

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

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

## **Accelerated Subject**

The Accelerated Program provides the option for Year 11 students to undertake a Units 3 & 4 sequence. Most students who select to complete a Unit 3&4 sequence in Year 11 have usually completed Units 1&2 of the same subject in Year 10. The benefit of this, is that it enables students to have an additional 10% increment study score contribution to their ATAR. It is therefore best suited to students who are aspirational academically and wish to achieve an above mean average study score. Because it is the expectation that students will do an accelerated subject to attain a 6<sup>th</sup> Unit 3&4 sequence, these students will therefore be required to select an additional Unit 3&4 sequence at the commencement of Year 12, thereby still completing 5 subjects during their Year 12 year.

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 Coordinator), a student may be given permission to undertake a Unit 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.

### [Accelerated Program Application](#)

## **Virtual Schools Victoria Subjects**

Study through 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 and is an additional cost to regular school fees.

Students undertaking studies with 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.

VSV 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.

### [VSV Expression of Interest Form](#)

Please direct Virtual Schools Victoria questions to Andrew Campbell at [andrew.campbell@chairo.vic.edu.au](mailto:andrew.campbell@chairo.vic.edu.au)



## **VCE Vocational Major Program (VCE-VM)**

The VCE Vocational Major, is a course program that is available to senior secondary students. Successful completion of all units will provide students with a VCE-VM Certificate similar to the VCE without an ATAR (university admission score). They will also have a Year 11 and/or Year 12 school completion.

Giving students practical, hands-on experience related to the workforce, VCE-VM assists students in developing their literacy and numeracy skills. It has a focus on employability skills, providing opportunities to develop inter-personal and work-related skills in readiness for a range of post-secondary pathways. The flexibility of the program enables students to undertake a study program that reflects their interests and capabilities. Units include the following five compulsory subjects:

- Literacy
- Foundation Maths
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Additionally, students are required to complete an approved VET course and two Structured Workplace Learning placements throughout the year each of one week duration.

Students completing VCE-VM may select one VCE subject to complete within their VCE-VM program. They will achieve satisfactory completion through successfully completing all the work requirement tasks without the requirement of completing the examinations. To find out about these options students are to contact the Careers Coordinator.

VCE-VM is an appropriate pathway for students who may want to complete apprenticeships after school or undertake further training in the workplace or at TAFE. Additionally, it is beneficial for students with aspirations to attend university but who would benefit from undertaking a practical Diploma pathway into university.

The VCE-VM program is offered onsite at the Drouin Campus. Please note that, due to the nature of this program, there will be capped enrolment numbers.

**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 four days per week at the Drouin Campus and one day per week off-campus

completing their VET certificates. Work placements will be completed as a week placement once each semester.

Students can expect an application process to study the VCE-VM and will therefore need to complete and return a VCE-VM application form (located at the end of this document) by the **Monday 5 August 2024**.

### [VCE-VM Application](#)

## **Vocational Education and Training Delivered to School Students (VDSS)**

Vocational Education and Training (VET) courses regularly form part of the VCE Vocational Major program. In some cases, they may also fit into the schedule of a VCE student's program. Students who complete all or part of a nationally recognised VET 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'.

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

The involvement of Chairo in the local VET cluster (consisting of secondary schools in West Gippsland) has provided the availability of a wide range of VET courses. As an intermediary institution Chairo outsources course delivery 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. This is consistently a challenge for students to balance with classes delivered within the school day and we strongly recommend that families discuss whether during VCE is the best time for their child to complete a VET course. If students select this pathway, the school encourages families to monitor their child's study and time management skills throughout the year.

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

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

At Chairo Drouin we offer a unique VET opportunity. Cleaning Operations is a school-based Traineeship that credits students with a percentage boost to their final ATAR (10% of the best 4 subjects, including English). Students who complete the 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. This accreditation is nationally recognised. The course is delivered on campus weekly via online, which requires supervision and mentoring. The workplace on-the-job training is all done on campus at Drouin (after school hours).

A list of other possible courses are available from the Careers Coordinator who will discuss opportunities which best reflect the student's future pathway.

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

**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 certificate courses can be found on the Senior School Expo page on Linc.

Students must submit the VDSS Expression of Interest Form no later than **Friday 9 August 2024**. This form can be accessed below.

[VDSS Expression of Interest Form](#)

## **2025 Subject Information**

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. Unfortunately, some subjects listed may not run if an insufficient number of students select them.

For further details on any VCE subject please visit the below link and select the relevant subject.

[Listing of study designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

## Art Creative Practice

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

### Areas of Study

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

### Assessment

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

### Additional Information

<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Folio Subject</b>	We do not advise selecting any more than two folio subjects
<b>Additional Subject Costs</b>	Texts to be advised. Some materials costs may need to be covered by student
<b>Careers Pathways</b>	In arts, entertainment, media, advertising, design, fashion and architecture sectors.



## Biology

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

### Areas of Study

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

### 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
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Additional Subject Costs	Texts to be advised
Career Opportunities	Scientist, Biologist, land conservation

## Business Management

Business Management follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

### Area of Study

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

### Assessment

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

### Additional Information

<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Texts to be advised
<b>Career Opportunities</b>	Small or corporate Business, Human Resources, finance and economics entrepreneurial opportunities

## Chemistry

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

### Areas of Study

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

### 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

<b>Prerequisites</b>	Students must complete Units 1 & 2 Chemistry
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Texts to be advised
<b>Career Opportunities</b>	<a href="#">Chemist</a> /Chemical Engineer (Industrial, <a href="#">Analytical</a> , <a href="#">Physical</a> , <a href="#">Materials</a> , <a href="#">Inorganic</a> , <a href="#">Organic</a> , Pharmaceutical, Food, Cosmetics, Environmental) <a href="#">Chemical sales representative</a> , Defence scientist, <a href="#">Food technologist</a> Geochemist, Patent attorney, Research assistant, Science writer or editor, Teacher, Toxicologist

## English

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

### Areas of Study

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

### 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).
Additional Subject Costs	Texts to be purchased



## Food Studies

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

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

### Areas of Study

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

### 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

Prerequisites	There are no prerequisites
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Additional Subject Costs	Texts to be purchased
Career Opportunities	Health & Nutrition, Dietetics, Hospitality, Chef

## Geography

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. VCE Geography is designed around two key concepts: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

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

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, students develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places and environments, and the human interactions with these.

### Areas of Study

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

### Assessment

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

### Additional Information

<b>Prerequisites</b>	There are no prerequisites
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Excursion/fieldwork to be advised (approximately \$225) and texts to be advised
<b>Career Opportunities</b>	Urban planning, and parks and conservation management, sustainability officer, marine biology, politics, tourism, health promotion.

## Health & Human Development

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

### Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Concepts of Health</li> <li>• Youth health and wellbeing</li> <li>• Health &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental transitions</li> <li>• Youth Health Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding health and wellbeing</li> <li>• Promoting health in Australia</li> </ul>	<ul style="list-style-type: none"> <li>• Global Health and human development</li> <li>• Health and sustainable development goals</li> </ul>

### 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

<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Prerequisites</b>	None
<b>Additional Subject Costs</b>	Excursion/fieldwork to be advised (approximately \$225) and texts to be advised
<b>Career Opportunities</b>	Health, Nutrition & Dietetics, Global Studies, Community Services, Nursing

## History

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (America, France and Russia) in the modern period.

### Areas of Study

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

### Assessment

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

### Additional Information

Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Prerequisites	None
Additional Subject Costs	Texts to be purchased
Career Opportunities	Politics, Research, Archaeology, Librarian, Teacher, Travel Guide & Tourism, a diplomat and in cultural liaison, as an author and in creative writing.

## LOTE – Indonesian

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

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



## Assessment

<b>Units 1 &amp; 2</b>	Satisfactory or Not Satisfactory	
<b>Units 3 &amp; 4</b>	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

<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Prerequisites</b>	Year 10 Indonesian and Units 1 & 2 respectively
<b>Additional Subject Costs</b>	Texts to be purchased
<b>Pathway &amp; Career Opportunities</b>	Linguistics, International Studies

### Note:

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 Unit 3 & 4 sequence in a **VCE Language**;
- a Unit 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 Unit 3 & 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics; and
- at least two other Unit 3 & 4 sequences.

## Legal Studies

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

### Areas of Study

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

### 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

Prerequisites	There are no pre-requisites
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Additional Subject Costs	Texts to be purchased
Pathways and Career Opportunities	Law, Politics, Human Resource Management, Financial Law, Barrister or Solicitor.

## Literature

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.

### Areas of Study

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

### Assessment

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

### Additional Information

Prerequisites	Students are required to study English concurrently.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Additional Subject Costs	Texts to be purchased
Pathways and Career Opportunities	Arts, Journalism, Professional Writing, Public relations, Teaching

## Mathematics

For many university courses General Mathematics or Mathematical Methods are prerequisite subjects. Chairo recommends that students carefully select the most appropriate mathematics subject to ensure entry into potential post-secondary pathways. In VCE only two mathematics will contribute to a student's ATAR.

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

## Assessment

<b>Units 1 &amp; 2</b>	S or N (Satisfactory or Not Satisfactory)	
<b>Units 3 &amp; 4</b>	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

<b>Sequence Requirements</b>	Students must undertake a Units 1 & 2 sequence of mathematics prior to beginning Units 3 & 4. Units 3 & 4 must be completed in sequence to obtain a study score
<b>Prerequisites</b>	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.
<b>Additional Subject Costs</b>	Texts and type of graphics calculator to be advised
<b>Pathways and Career Opportunities</b>	Engineering, Accounting, Teacher, Architecture, Data analyst, Banking, Business, Financial Advisor, Statistician, Valuer, Stock Broker

## Music (Units 1&2)

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 Unit 3–4 Music options. These options include Music Contemporary Performance or Music Repertoire Performance.

### Areas of Study

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

### Assessment

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

<b>Prerequisites</b>	Previous and ongoing training in music
<b>Sequence requirements</b>	None
<b>Additional Subject Costs</b>	Texts to be advised
<b>Pathways and Career Opportunities</b>	Music Teacher - Classroom or Instrumental; Professional Musician - "Classical" or "Popular"; Sound Engineer; Composer - serious music / song writer / game music / movie or tv music; Music Therapy; Music Critic; Piano Tuner; Musical Instrument Maker; Conductor

## Music Contemporary Performance

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal. It 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.

### Areas of Study

<b>Units 3 &amp; 4</b>
<ul style="list-style-type: none"> <li>• Performing</li> <li>• Creating</li> <li>• Analysing and responding</li> </ul>

### Assessment

<b>Units 3 &amp; 4</b>	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

<b>Prerequisites</b>	Students are encouraged to first complete Music Units 1 & 2
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Texts to be advised
<b>Pathways and Career Opportunities</b>	Music Teacher - Classroom or Instrumental, Professional Musician - "Classical" or "Popular", Sound Engineer, Composer - serious music / song writer / game music / movie or tv music, Music Therapy, Music Critic, Piano Tuner, Musical Instrument Maker, Conductor

## 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.

### Areas of Study

<b>Units 3 &amp; 4</b>
<ul style="list-style-type: none"> <li>• Performing</li> <li>• Creating</li> <li>• Analysing and responding</li> </ul>

### Assessment

<b>Units 3 &amp; 4</b>	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

<b>Prerequisites</b>	Students are encouraged to first complete Music Units 1 & 2
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Texts to be advised
<b>Pathways and Career Opportunities</b>	Music Teacher - Classroom or Instrumental, Professional Musician - "Classical" or "Popular", Sound Engineer, Composer - serious music / song writer / game music / movie or tv music, Music Therapy, Music Critic, Piano Tuner, Musical Instrument Maker, Conductor

## Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Outdoor experiences suited to this study are a range of guided activities in areas such as coastal areas, rivers, mountains, bushlands, forests, urban parks, cultural and historical sites. Activities undertaken include bushwalking, canoe touring, cycle touring, conservation and restoration activities, The duration of activities undertaken include a range of multi-day/journey-based activities, half/whole-day activities and class-time activities on school campus grounds.

### Areas of Study

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

### Assessment

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

### Additional Information

<b>Prerequisites</b>	Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	To be advised each year (approximately \$700)
<b>Pathway and Career Opportunities</b>	Teaching, Outdoor Education and Adventure Tourism Guide, Camps & Eco Tourism Operations.

## Physical Education

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

In VCE Physical Education, theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding.

### Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• How does the musculoskeletal system work to produce movement?</li> <li>• What role does the cardiorespiratory system play in movement?</li> </ul>	<ul style="list-style-type: none"> <li>• How do physical activity, sport and exercise contribute to healthy lifestyles?</li> <li>• What are the contemporary issues associated with physical activity and sport?</li> </ul>	<ul style="list-style-type: none"> <li>• How are movement skills improved?</li> <li>• How does the body produce energy?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the foundations of an effective training program?</li> <li>• How is training implemented effectively to improve fitness?</li> <li>• Integrated movement experiences</li> </ul>

### Assessment

<b>Units 1 &amp; 2</b>	Satisfactory or Not Satisfactory	
<b>Units 3 &amp; 4</b>	School-assessed coursework for Unit 3	20%
	School-assessed coursework for Unit 4	30%
	End of-year examination	50%

### Additional Information

<b>Prerequisites</b>	Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	To be advised each year (approximately \$700)
<b>Pathway and Career Opportunities</b>	Teaching, Coaching, Health industry, Sports/Exercise Science, Nutrition, Physiotherapist, Sports Administration

## Physics

VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter.

### Areas of Study

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

### Assessment

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

### Additional Information

<b>Prerequisites</b>	A solid pass in Year 10 Science and Year 10 Maths for Units 1 & 2 A satisfactory completion of Year 11 Physics and Year 11 Maths Methods for Units 3 & 4
<b>Sequence requirements</b>	Unit 2 for Units 3 & 4
<b>Additional Subject Costs</b>	Texts to be purchased
<b>Pathways and Career Opportunities</b>	Science, Engineering, Aeronautics, Teaching; and further Scientific Research



## Politics

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study, students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

### Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Power and national political actors</li> <li>Power and global political actors</li> </ul>	<ul style="list-style-type: none"> <li>Issues for Australia's democracy</li> <li>Global challenges to democracy</li> </ul>	<ul style="list-style-type: none"> <li>Global issues, global responses</li> <li>Effectiveness of global responses to conflict and crises</li> </ul>	<ul style="list-style-type: none"> <li>Power and the national interest</li> <li>Australia in the Indo-Pacific</li> </ul>

### 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

Prerequisites	None
Sequence requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Additional Subject Costs	Texts to be purchased
Pathways and Career Opportunities	Law, Politics,

## Product Design and Technology

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers through a solution-focused approach aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Students who study Product Design and Technology in Units 1-4 work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise the design and production of their chosen product. Students learn about the design process, industry, ethical and sustainable practices, teamwork, entrepreneurial activities, innovative technologies and enterprise.

### Areas of Study

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

### 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

<b>Prerequisites</b>	It is recommended students undertake Units 1 & 2 prior to 3 & 4.
<b>Additional Subject Costs</b>	Texts to be purchased as per book list. Materials costs above \$120 will need to be covered by student.
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score.
<b>Pathways and Career Opportunities</b>	Furniture Design & Construction, Innovation & design, Fashion Design, Engineering

## Psychology

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

### Assessment

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

### Additional Information

<b>Prerequisites</b>	None
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Texts to be purchased
<b>Pathways and Careers Opportunities</b>	Criminology, psychology, Allied health, counselling,

## Religion & Society

The Religion and Society course at Chairo is designed to provide students with an in-depth understanding of the complex interactions between religion and society. Over two years, students will explore Units 1 and 2, with a particular emphasis on Christianity.

Studying Religion and Society at Chairo helps students become critical and well-informed adults. This course fosters an open and objective inquiry into religious and ethical understandings, encouraging respect. By focusing on Christianity through the religion and society framework, students have an opportunity to gain valuable skills in reconciling their faith to a complex world.

### Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none"><li>• The nature and purpose of religion</li><li>• Religion through the ages</li><li>• Religion in Australia</li></ul>	<ul style="list-style-type: none"><li>• Ethical decision-making and moral judgment</li><li>• Religion and ethics</li><li>• Ethical issues in society</li></ul>

### Assessment

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

Prerequisites	NA
Sequence Requirements	NA
Additional Subject Costs	NA
Pathways and Careers Opportunities	Religion and Society provides students with a foundation to view and interpret the world, this will benefit students no matter their pathway.

## Theatre Studies

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

### Areas of Study

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

### 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
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score
Subject costs	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
Pathways and Careers Opportunities	Actor, set production, musical theatre

## Visual Communication and Design

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

### Areas of Study

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

### 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

<b>Prerequisites</b>	Strongly recommended completion of Units 1 & 2 for Units 3 & 4
<b>Sequence Requirements</b>	Units 3 & 4 must be completed in sequence to obtain a study score
<b>Additional Subject Costs</b>	Textbook plus materials to be purchased
<b>Pathways and Careers Opportunities</b>	Graphic Designer, Computer Game Design, Innovation and Design. Fashion Design, Visual Merchandising

## 2025 Blockings

In readiness for 2025, students are asked to select ONE subject from each column in the table below. Students cannot select two subjects from a single column. Students must choose ONE English, and then may select ONE subject from each remaining column.

Students should ensure that their preferences have any prerequisite subjects listed first, followed by the subjects they want to do the most in order. Prerequisite subjects are those that must be completed to attain an offer into a specific university, TAFE or Defence Forces course.

VCE Study Blocks					
1	2	3	4	5	6 Students will participate in all the subject listed below
<b>English</b>	<b>English</b>	Chemistry	Mathematical Methods	<b>English</b>	<b>Sport</b>
Health & Human Development	General Mathematics	General Mathematics	Food Studies	Biology	<b>SS Assembly</b>
Politics	Outdoor & Environmental Studies	Geography	Psychology	Legal Studies	<b>YL Assembly</b>
Language	Art Creative Practice	Business Management	Applied Computing	Music	
Specialist Mathematics	History	Literature	Product Design & Technology	Physical Education	<b>Religion and Society</b> Yr 11 Unit 1 Yr 12 Unit 2
Theatre Studies	Physics	Visual Communication Design			

\*\*Please note that the above blocking scenario is a **draft** and is subject to change.

Students wishing to complete an accelerated subject must carefully consider if that is the best option for them. If confident please complete an application, found at the end of the handbook. The application does not guarantee entry to an accelerated subject, but this will begin the process of consideration.

Year 11 2025 students, in readiness for the Course Counselling Evening on Tuesday 6 August (online) and Thursday 8 August (face-to-face) please complete the following template and bring it (and any questions you may have) with you on the evening.

Preference	Subject	Pre-requisite (yes/no)
1	English (compulsory Units 1-4)	
2		
3		
4		
5		
Back-up 1		
Back-up 2		
Back-up 3		

A pre-requisite subject is a subject that is required to be satisfactorily completed in order to get an offer in a workplace, ADF or post-secondary course or program. Maths, Chemistry, and folio-based subjects are often pre-requisites.



## Subject Selection Process

All course preferences for students commencing Year 11 in 2025 will be discussed with and submitted online by a Chairo team member as part of the course counselling interviews in Week 4 of Term 3. This allows students to maximise their opportunity to be allocated most, if not all of their subject preferences. Thereafter, students may be allocated preferences on their behalf in order to proceed with planning. It is essential that all students and a family member attend these course counselling interviews. We recommend that you complete the following steps:

1. Attend EXPO evening on Wednesday 24 July 2025
2. Decide whether you are interested in a standard VCE or a VCE Vocational Major pathway
3. Both the student and parent/guardian to read through this booklet carefully highlighting all subjects of interest
4. Consider each subject with reference to the student's interests, aptitude and strengths, further study pre-requisite\* requirements and student's values and curiosity
5. Request an appointment with Mrs Nott via email [wnott@chairo.vic.au.au](mailto:wnott@chairo.vic.au.au) if you have career enquiries
6. Select your subjects including an English and 4 other VCE subjects, one from each column of the Subject Blocking table
7. Book and attend the compulsory subject selection interview to confirm and submit your subject preferences
8. If you have selected VCE Vocational Major Pathway or VETSS subject or wish to apply for Distance Education subject, submit the relevant Snapform located via the links on the back page of this booklet. These can also be located on the Linc EXPO page.

Any questions about the subject selection process should be directed to Andrew Campbell, Head of Senior School ([andrew.campbell@chairo.vic.edu.au](mailto:andrew.campbell@chairo.vic.edu.au)).

## Key Dates

Date	Action
Wednesday 24 July 2024	Subject Expo – Chairo Christian School (Drouin Campus)
Monday 5 August 2024	VCE-VM application form (located at the end of this document) submitted
Tuesday 6 August 2024 (online)	Course Counselling Interviews - Student, Parent/s and Teachers
Thursday 8 August 2024 (face-to-face)	
Friday 9 August 2024	VDSS Expression of Interest Form must be submitted

## Links to Applications & Expression of Interest Forms

This VCE Subject Selection Booklet is available digitally on Chairo Christian School website under Learning and then the Drouin page, on Linc, and on the Expo page.

### [Accelerated Program Application](#)



### [VDSS Expression of Interest Form](#)



### [VCE-VM Application](#)



### [VSV Expression of Interest Form](#)



Please note that a student will not be allocated a space for these programs unless the application form is submitted.

## Key Contacts

Role	Contact
Head of Senior School	Mr Andrew Campbell
VCE Coordinator	Ms Alacia Biggs
VCE-VM Coordinator	Ms Kylie Davey
Careers Coordinator	Mrs Wendy Nott