



Chair o Christian School

Course Handbook 2024

PAKENHAM CAMPUS

Years 9–10

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INTRODUCTION

This booklet serves as a guide to both current and prospective Year 9 and Year 10 students at Chairo Christian School, Pakenham Campus. It is presented in three sections: General Information,

Core Subjects and Elective Subjects. The information contained in this handbook was correct at time of publishing.

GENERAL INFORMATION

Senior School students at Chairo Pakenham follow a fortnightly timetable that consists of 6 × 45–50 minute lessons per day. Each day begins with a 20 minute Devotion in class groups with a Homeroom teacher.

A student's fortnightly timetable will be made up of the following subjects:

- English
- Mathematics
- Science
- Health & Physical Education
- Biblical Studies
- Humanities (Year 9 only)
- History (Year 10 only)
- Geography (Year 10 only)
- Elective A
- Elective B

Students will choose two of the eleven electives on offer for the year. Year 10 students enrolled in a VCE Advance subject will not be able to do both electives.

The electives that may be offered are:

- Agriculture/Horticulture
- Digital Technology
- Food Technology
- French
- Indonesian
- Multimedia
- Music
- Performing Arts
- Textiles
- Visual Arts
- Wood Technology

Additional Programs

Camps

Year 9 students are expected to participate in an outdoor adventure hike around Wilsons Promontory. This involves carrying a pack for five days, pitching tents and cooking in small groups. It is a natural progression from the skills learned on the Year 8 camp.

Year 10 students will take part in a community and leadership building camp around Lake Tyres. This experience is designed to provide students with the opportunity to explore God's Kingdom and their place in it. Students will be challenged to step outside of their comfort zones through some adventurous activities.

Personal Development Program

As part of both Years 9 and 10 a personal development program is organised on a seminar basis and as part of the Health and FOCUS curricula. The topics studied include relationships, peer group pressure, drugs and alcohol. These seminars are all based on a Christian view of life, and the demands and pressures society places on this view.

Performing Arts Program

In addition to the elective subject of Performing Arts, students will produce a major musical production every two years and may be involved in a variety of areas relating to theatre as part of the production. Classes will operate across lunch times and, closer to the production, Saturday rehearsals may be required. Students will focus on areas of study relating to performance, back stage, front of house, light and sound techniques and theatre techniques.

Homework

All students and families have been given access to Chairo's learning management system called Linc. Students will have a record of all homework located on Linc with the expectation that each evening students in Year 9 complete approximately 75 minutes of homework and Year 10 students to complete approximately 90 minutes of homework. This homework is expected to be completed over five days per week. Wider reading is in addition to this time.

Core Subject Outlines

ENGLISH

Rationale

The study of English is central to the learning and development of all Australians. It helps to create confident communicators, imaginative thinkers and informed citizens. The school's task is to teach students to read and understand the written and spoken word and to communicate both orally and in writing. Through the study of English students learn to analyse, understand,

communicate and build relationships with others and with God's world.

It also enables an understanding of and relationship with God who reveals Himself through His inspired Word. Equipping students to read and respond to the love and purposes of God is a vital element in the study of English.

Areas of Study

Years 9 & 10

Students engage with a range of carefully selected texts in many different forms, including novels, short stories, films, poetry, and other print and multi-modal texts. Using these as a springboard, they create their own texts for a variety of purposes. Students also consider current political and social issues, and develop the capacity to critically respond to information presented in the media.

Throughout Years 9 and 10, there is an increasing focus on equipping students with the skills required for success in Years 11 and 12.

Assessment

- Assignments
- Essays
- Oral Presentations
- Tests/Exams

MATHEMATICS

Rationale

The study of Mathematics reveals the many facets of the personality and character of God that we see in creation. The Mathematics component of the Australian Curriculum aims to instil in students an appreciation of the elegance and power of mathematical reasoning. It is this mathematical thinking that underpins the development of problem posing, problem solving, investigation and modelling. It encompasses the development of algorithms for computation, formulation of problems, making and testing conjectures and the development of higher order thinking skills.

Mathematical knowledge includes understanding a range of concepts, objects, definitions and structures. The curriculum focuses on developing increasingly sophisticated mathematical understanding, fluency, reasoning and problem solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical

strategies to make informed decisions and solve problems efficiently.

Students have the choice of three distinct mathematics classes. These classes will all follow the Australian Curriculum, but with specific teaching and assessment goals. The three classes are as follows:

- Practical Mathematics – This class will focus on industry specific mathematics. Leading toward VCE Foundation Mathematics, VCE VM, or, a non-math pathway, there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.
- General Mathematics – This subject is the standard pathway through Senior School. It focuses on topics that are then explored in VCE General Mathematics.
- Applied Mathematics – For students who enjoy mathematics and are considering studying Mathematical Methods at VCE.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Number & Algebra• Measurement & Geometry• Statistics & Probability

Assessment

- Work Requirements – Book Work
- Assignments
- Tests/Exams

SCIENCE

Rationale

The Science curriculum presents students with an opportunity to learn and develop an understanding of the universe that God has created. The study of Science should encourage students to feel confident in God's plan and marvel at His awesome creation. God created humans with a curious nature and the desire to explore and think deeply about their circumstances and the world they live in. The most fundamental goal of Science education is to stimulate, respond to and nourish this curiosity, wonder and questioning.

Science provides an empirical way of answering interesting and important questions about the biological, physical, chemical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of

the world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence and theories arise.

This area of the curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contributions that science has made to our culture and society and the application that this has to our lives. The Australian curriculum supports students to develop the scientific knowledge, understanding and skills required to make informed decisions about local, national and global issues and to encourage participation in science related careers.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Biological Sciences• Chemical Sciences• Physical Sciences• Nature and Development of Science• Use and Influence of Science

Assessment

- Assignments
- Experiments and Reports
- Tests/Exams
- Edrolo

HUMANITIES

Rationale

The Humanities curriculum aims to reinforce student's appreciation for God's creation, our responsibilities as citizens of God's world and the importance of His redemptive story. In the study of History, Geography, Civics and Citizenship, students will be encouraged to think biblically about the way in which historical events, political movements and nature shape our society. Awareness of the world around us is an essential characteristic of any society and historical knowledge is fundamental in

understanding ourselves and others. This includes understanding how the impact of the fall and the redemptive nature of God's plan shapes history, geography and the political sphere. This subject will help students to establish the role that we as individuals have in helping to shape the world for God's kingdom; encouraging students to actively reflect on their lives and choices and become informed decision-makers who contribute positively at a local, national and global level.

Areas of Study

Year 9

In Year 9 Humanities, students will examine significant events of the early modern world up to 1918. They will examine significant individuals, groups and ideas of the time and the development of the early nation of Australia. Students will also investigate the basics of economics and businesses where they will look at trade, competition, innovation and financial risk and rewards. Students will also analyse the role of the Australian Constitution, the federal system of the government and the key features of the Australia court system. They will explain the effects of human activity on environments and the effect of those environments on us as the study the interconnectedness of people, places and environments.

Assessment

- Assignments
- Presentations
- Projects
- Exams

HISTORY

Rationale

History is the story of God's redemption. God, as the sovereign and primary cause (both directly and in allowance) of every event, exercises both foreknowledge and power to direct the acts of men and nations. In the study of History, students will be encouraged to think biblically about historical events and to measure this against views and reflections of those outside the biblical framework. Awareness of history is an essential characteristic of any society

and historical knowledge is fundamental to understanding ourselves and others.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students to appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Areas of Study

Year 10

By the end of Year 10, students explain the historical significance of the period between 1918 and the early 21st century. They explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world. They describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Assessment

- Assignments
- Research Reports / Essays
- Presentations
- Exam

GEOGRAPHY

Rationale

Geography is the setting for God's great story. The study of Geography provides a structured way of exploring, analysing and understanding the characteristics of the places that make up God's world.

Geography is the study of interaction between people and environments. It develops knowledge and understanding of the distribution of human and natural phenomena over the surface of the earth. In an increasingly globalised world, it is critical to the wellbeing and sustainability of the environment and society that young Australians

develop a holistic understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students are encouraged to reflect on their relationship with and responsibilities for the world that God has created.

Areas of Study

Year 10

By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. They analyse changes that result from these interconnections and their consequences.

Assessment

- Assignments
- Presentations
- Projects

HEALTH & PHYSICAL EDUCATION

Rationale

At Chairo, we encourage students to make the most of their God-given talents and participate in activities designed to promote healthy physical, mental, spiritual and social well-being. The domain of Health & Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining a healthy lifestyle.

Learning in this domain promotes the potential for life-long participation in physical activity through the development of gross motor

skills and health related physical fitness and sport education. Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. Students are encouraged to respect and understand that God has given people talents in different areas and that we are all made in His image. Setting goals and striving to attain these assists students in the development of self-discipline and the notion of using the talents and strengths God has given them.

Areas of Study

Year 9	Year 10
<ul style="list-style-type: none">• Interschool Sports• Fitness Programs• Hiking• Various Sports• Cross Country• Swimming• Health & Development• Athletics• Outdoor Education Activities• First Aid Seminar	<ul style="list-style-type: none">• Interschool Sports• Fitness Programs• Various Sports• Cross Country• Swimming• Health & Development• Outdoor Education Activities• Athletics

Assessment

- Participation/Teamwork
- Skill Development
- Fitness Planning
- Goal Setting

BIBLICAL STUDIES

Rationale

The Bible is the inspired Word of God, which is the most important means we have of knowing God. When God reveals Himself to us, He asks us to respond in faith, trust and obedience.

This subject is designed to help students study the Bible, understand it correctly and interpret it accurately. Its goal is to equip Christian students to know God more, and for those who are exploring Christianity, to help them to consider Christ based on what the Bible actually says.

Knowledge of the Bible and the works of God are central to our faith. If we are to believe that Jesus Christ was sent to Earth to die for our sins

so that we may be forgiven, then it is imperative that we know and understand the message that God has revealed to us through the Bible. Students will examine the basis of the Christian faith and learn to identify its biblical foundations.

Effective studies in this subject will enable students to identify a Christian biblical understanding of the nature of God in Jesus Christ as revealed by God's Holy Spirit. Students will study God's Word and articulate their observations and beliefs, and identify how scripture can be revealed and applied to their lives.

Areas of Study

Year 9	Year 10
<ul style="list-style-type: none">• Ideas that Changed the World• Christian Biography: Nicky Cruz• People Meet Jesus	<ul style="list-style-type: none">• The Good, the Bad & The Ethical• Philippians• Christian Worldview

Assessment

- Classwork
- Assignments

Elective Subject Outlines

AGRICULTURE/HORTICULTURE

Rationale

From the beginning, God commissioned man to care for and to cultivate the earth. God wants us to care for our environment and in order to do this we must understand it. He intended for us to benefit from the grasses, fruits, vegetables and berries. He placed all of the creatures of the air, sea and earth for the enjoyment of mankind. 'All the animals, birds and fish will live in fear of you. They are all placed under your power. Now you can eat them as well as green plants; I give them all to you for food.' Genesis 9:2-3 GNB

Horticultural and Agricultural studies investigate plants and animals, and their classifications, needs, management requirements, production and value. We are directly affected by the growing, living and reproduction cycles around us. Therefore it is important for students to develop an understanding of the life cycle that sustains them. The curriculum content relates strongly to the Agricultural/Horticultural economy of the region and the rural context of the school setting.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Aquaculture• Hydroponics• Permaculture• Animal Husbandry

Assessment

- Assignments
- Collaborative Project
- Practical Tasks
- Tests

ART & DESIGN

Rationale

The arts have the capacity to engage, inspire and enrich all students by stimulating their imaginations and encouraging them to reach their creative and expressive potential. God created us with a multitude of talents and instructs us to use these talents to praise Him, serve Him and to grow His Kingdom.

Students enrolled in the elective of Art and Design, are exposed to a wide range of artists and art forms; visual representations that

communicate, challenge and express artistic ideas. Students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of the world. They learn about the role of the artist and designer, and their contribution to society including the significance of visual culture and creative industries in today's world.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Visual Arts Practices – Print, Ceramics, Painting, Drawing• Exploring and expressing ideas• Interpreting and Responding

Assessment

- Creative Practical Tasks
- Visual Journal
- Art History and Theory Tasks

DIGITAL TECHNOLOGIES

Rationale

The availability of technology in modern society represents both opportunities and dangers for today's Christians. Through the study of digital technologies students will develop the use of computer skills and learn to master aspects of digital technologies in order to use this knowledge for the glory of God.

Through the selection and application of appropriate equipment, techniques and procedures, students will process data and information skilfully to create information

products in forms that are meaningful for themselves and their audience.

This subject area provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will develop an understanding of how digital technologies shape our world and the impact they have on society. Students learn how to manage usage protocols and be discerning in their dealings with technologies in order to exchange and manage information in a manner that is pleasing to God.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Software Design and Development• Market Research• Data Analysis• Network Management• Robotics

Assessment

- Design Proposal
- Software Design
- Market Research – Collection and Analysis
- Project Evaluation

FOOD TECHNOLOGY

Rationale

As students gain an appreciation for their world and the environment God has blessed them with, it is a natural extension to want to make positive use of the resources He has given us to use. Technology subjects provide students with the opportunity to express their creativity with materials that God has provided for us. They continually develop their skills by using a range of techniques, equipment and tools and suitable materials to specified levels of accuracy and

precision and with consideration to health and safety precautions.

The subject of Food Technology assists students to make wise decisions regarding the food they consume, remembering that their bodies are temples of the Holy Spirit. In addition to providing information regarding individual nutritional education, a key feature of Food Technology includes the development of the Biblical teaching in 'hospitality' and its place in the life of Christian service.

Areas of Study

Years 9 & 10

- Food Handling
- Food Preparation
- Production Plans and Processes
- Sensory Evaluation
- Key Foods
- Nutrition and Healthy Eating
- Meal Planning and Management
- Sustainability
- Design Solutions and Processes

Assessment

- Assignments
- Class Participation
- Tests

FRENCH

Rationale

God has made this world with great care and planning. Diversity in peoples and places are to be admired and understood from His perspective. God wants us to love and care for our fellow human beings as equals, we are all God's children. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of God's world and His peoples.

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in thirty-three countries. French is

the language of diplomacy, used by many international organisations. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory. Australia and the French-speaking world have significant shared history and strong contemporary connections. Current links are characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Socialising• Informing• Creating• Translating• Reflecting• Systems of Language• Language Variation and Change• Role of Language and Culture

Assessment

- Assignments
- Class Participation
- Tests

INDONESIAN

Rationale

God has made this world with great care and planning. Diversity in peoples and places are to be admired and understood from His perspective. God wants us to love and care for our fellow human beings as equals, we are all God's children. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of God's world and His peoples.

The languages of the Indonesian archipelago have been used in Australia since contact

several centuries ago between the people of the islands now known as Indonesia and the Aboriginal and Torres Strait Islander peoples of northern Australia.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia for leisure, business and education purposes. The numbers of Indonesians visiting Australia are also increasing.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Socialising• Informing• Creating• Translating• Reflecting• Systems of Language• Language Variation and Change• Role of Language and Culture

Assessment

- Assignments
- Class Participation
- Tests

MULTIMEDIA

Rationale

The arts have the capacity to engage, inspire and enrich all students by stimulating the imagination and encouraging them to reach their creative and expressive potential. God created us with a multitude of talents and instructs us to use these talents to praise Him, serve Him and to grow His Kingdom. Through the arts, students can explore their talents to praise their Maker and express the gift of creativity.

Multimedia involves creating representations of the world and telling stories through communication technologies such as television, film, video, photography, newspapers, radio, video games, the internet and mobile media. Students learn to connect with audiences, purposes and ideas and explore concepts and viewpoints through the creative use of materials and technologies.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Design• Photography• Publishing• Film and Video

Assessment

- Assignments
- Class Participation

MUSIC

Rationale

Music has the capacity to engage, inspire and enrich all students by exciting the imagination and encouraging them to reach their creative potential. Skills and techniques developed through participation in the Music curriculum allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective motor, social and personal competencies of students.

Students learn through analysis and interpretation of the works of other musicians

how music has been practiced at different times and in different places. They will learn about the motives and methods of musicians and the social and cultural contexts in which they worked.

The human ability to create is a reflection of God's creation of mankind in his own image. Viewed rightly, the creation of music can be an act of worship, bringing glory to God, as well as a vehicle for the communication or expression of ideas, feelings and beliefs. Involvement in the study of Music can be a source of intellectual, physical, emotional and spiritual growth.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Music History – Times and Places• Aural Training and Musicianship• Music Form and Structure• Music Performance• Music Composition• Australian Composers – Where Have We Been?

Assessment

- Assignments
- Aural Testing
- Composition
- Class Participation
- Performance Solo & Ensemble

PERFORMING ARTS

Rationale

Performing Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative potential. Through the Performing Arts, students learn to express their ideas, thoughts, and opinions as they discover and interpret the world that God created.

Skills and techniques developed through participation in Performing Arts curriculum

allow students to manipulate, express and share as drama makers, audience members and performers.

Students will develop skills as a performer by exploring the elements of drama and body language. They will develop critical thinking by observing live performances and critiquing the production and then applying those observations to their own performance.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Performance• Script Writing• Improvisation• Theatre Styles through History• Live Theatre Observation and Critique

Assessment

- Ensemble Performance
- Class Participation
- Live Theatre Analysis

TEXTILES

Rationale

As students gain an appreciation for their world and the environment God has blessed them with, it is a natural extension to want to make positive use of the resources He has given us to use. Technology subjects provide students with the opportunity to express their creativity with materials that God has provided for us.

The subject of Textiles allows students to gain an appreciation for the form and aesthetic features of textiles and the way in which they contribute to culture and society. Students investigate the work of textile designers and examine historical, cultural and contemporary aspects of design. Students explore the properties

and performance of a range of textile items to enable them to justify the selection of textiles materials for specific end uses.

This course involves the students learning and developing basic sewing skills, incorporating designing, making and evaluating items. At first, considerable guidance and instruction will be needed but as the students' progress the aim is for them to work independently. A variety of sewing skills will be incorporated into the design and production of practical projects which may include bags, aprons, clothing or altering an existing garment.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Safety• Terms and Techniques• Reading Patterns and Notions• Material and Equipment selection• Design Process• Developing Ideas• Product Evaluation

Assessment

- Assignments
- Class Participation
- Tests

WOOD TECHNOLOGY

Rationale

Through the study of this curriculum, students will have the opportunity to develop their creativity and skill in working with materials to produce functional and decorative products. They will learn to develop and make use of the talents that God has given them both conceptually and practically through the completion of products. The students will be encouraged to celebrate the diversity of abilities and sense of self-worth inherent in developing and making maximum use of God's gifting to each of us.

The study of Wood Technology provides students with the opportunity to specialise in the area of wood. Students are required to pose and define problems and develop problem-solving skills that are transferable to other areas of schooling and beyond, by working with a variety of design briefs. Students will develop design briefs within open-ended design guidelines. In the design of their product, they are required to consider and investigate aspects of function and aesthetics.

Areas of Study

Years 9 & 10
<ul style="list-style-type: none">• Safety• Design• Construction• Folio

Assessment

- Assignments
- Class Participation
- Tests

ADVANCE

Chairo Pakenham students have the opportunity to apply to participate in Advance, a VCE early entrance program, to start a VCE sequence during Year 10. Students who take part in this program will be advanced from a Year 10 subject into a VCE subject, as such it is important that they are prepared and able to make this transition. Students must apply for permission using the appropriate form provided. Extra copies are available from the Administration Centre.

Students at Year 10 level will have the opportunity to apply for entry to a range of subjects including Business Management, Music, Outdoor and Environmental Studies, and Psychology. Only under special circumstances could a student Advance into a subject not listed above.

To be selected for the Advance program, students must satisfy the following conditions:

- Previous performances in this subject (or related) area have been consistently high, indicating potential for further success
- Demonstrated a positive attitude and approach to studies in this area
- Discussed this application with parents/guardians who have signed the application form
- Completed the written application form and shown evidence of their ability to complete the subject (prior reports will need to be shown).
- Undergo an interview involving the VCE coordinator. Parents are also required to attend this interview.

Participating in Advance does provide some definite advantages. It allows a Year 10 student to gain passes in some extra VCE units, whilst gaining increased familiarity with the VCE system. It provides Year 11 students with an opportunity to pass a 3–4 sequence unit early.

However, the value of this program depends on the readiness of the student to undertake these units. This is why a selection process operates, in order to ensure that the candidate has a real likelihood of experiencing success.

A student's entry into a Unit 1–2 subject in Year 10 does not automatically secure their place in a Unit 3–4 subject in Year 11. Their position will be under review during Year 10, and subject to critique based on engagement and proven ability.

In selecting subjects, each student must consider the VCAA's requirements and also carefully consider the subjects that may be needed for entry to tertiary institutions or particular careers.

SELECTING A PROGRAM

Listed on the following pages of this booklet are the advance VCE studies on offer to Year 10 students at Chairo Pakenham. **Please note classes offered will depend on the subject selection of students and the availability of qualified staff members.** There is a written description of what each unit involves. This will assist students in the process of making appropriate choices. Students will need to select the required number of subjects for their chosen pathway. If you have any questions about the successful completion of VCE, or a description of what these are, please speak to the Pathway Development Coordinator.

As student subject selections are completed, we will begin structuring subject blockings that will enable Chairo to best cater for the upcoming student body whilst also making the best use of our teaching staff. There may be situations where not every subject an individual student selects can be met in a traditional classroom environment at Chairo. In these cases, adjustments to subject selections or utilising external providers may be required. Students will be guided through this process with a variety of counselling opportunities.

Students **must** complete their 2024 Subject Selection using the Timetabling Web Preference Service. Details on how to do this will be given in addition to this booklet and emailed to students. Once completed you will be given an email receipt. This needs to be signed by parents and submitted to the Administration Centre Office box or emailed to fclacy@chairo.vic.edu.au by **no later than Friday 4 August 2023**. The 2024 subject selections will be carefully read and collated by staff. Where a student's subject selection requires clarification, a Chairo staff member will meet with them individually to discuss course options. Any student who is unable to access the Web Preference Service can seek assistance from the Pathway Development Coordinator.

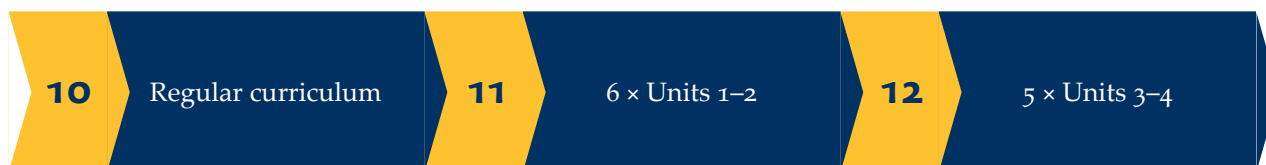
The following flowcharts present some of the typical pathways students take through Senior School at Chairo. Pathways can be flexible, within the VCAA guidelines, and students are encouraged to discuss their individual pathway with the Pathway Development Coordinator.

PATHWAYS

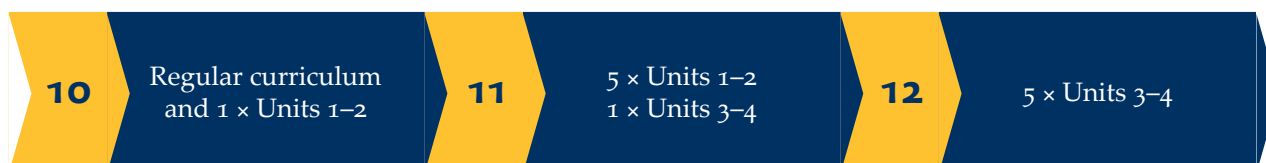
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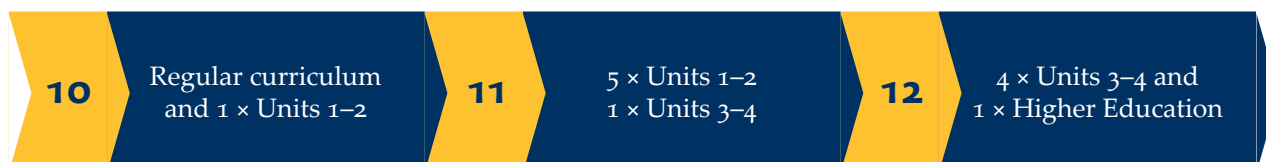
VCE Pathway



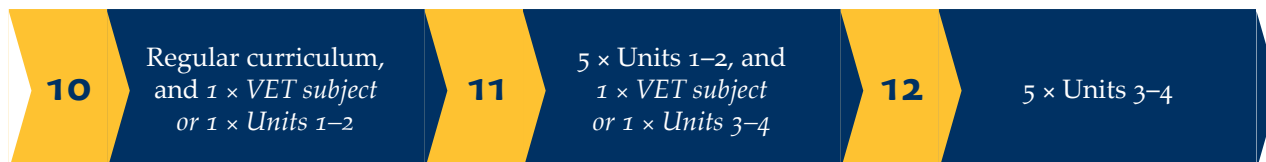
VCE Pathway (Advance)



VCE Pathway (Advance – University Subject)



VCE Pathway (including VET)



VCE VM Pathway



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

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 Inquiry, Music Contemporary Performance, Music Repertoire Performance, Music Composition.

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

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. 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 one or more 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 examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• Motivations for outdoor experience• Influences on outdoor experiences	<ul style="list-style-type: none">• Investigating outdoor environments• Impacts on outdoor environments	<ul style="list-style-type: none">• Historical relationships with outdoor environments• Relationships with Australian environments since 1990	<ul style="list-style-type: none">• Healthy Outdoor environments• Sustainable outdoor environments

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	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 \$600)
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.

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

ADVANCE APPLICATION FORM

Students in Years 10 in 2024 have the opportunity of applying to undertake one advanced VCE Subject (please carefully read the information in the Selection Booklet outlining the Advance Policy).

All extension subjects that are offered below are dependent on student numbers selecting the subject, on the number of Year 11 students selecting the subject, and on the physical limitations of fitting students into a practical timetable. Every effort is made to give students their first choice, but this is not always possible due to the conditions mentioned above.

Advance subjects

- Business Management
- Music
- Outdoor & Environmental Studies
- Psychology

Please remember that whilst you are welcome to apply for one of the above Advance offerings, admission to this unit is dependent on the approval of the Head of Senior School and/or the VCE coordinator, as outlined in pages 23.

Name: _____

Homegroup (2023): _____

Extension Subject: _____

Reason for Application and Evidence to Support Application:

Please attach a typed single page letter outlining your suitability to gain access to the Advance program. Ensure you address the following criteria:

- How this subject suits your career/education pathway
- Explain why your performance in past subjects makes you suitable to complete an Advance subject
- Explain your understanding of what is required to complete a VCE subject

Note: Please carefully complete the details on this form and return to the Administration Centre Office box or email fclacy@chairo.vic.edu.au by **no later than Friday 25 August 2023**. Your subject application will not be considered after this date.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____