



Chairo Christian School

Course Handbook 2020

DROUIN CAMPUS

Years 9–10

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To our knowledge, the information in this booklet was accurate at the time of publication. Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.

WELCOME TO SENIOR SCHOOL

Senior School endeavours to provide a Christian worldview learning environment that prepares and nourishes students for their future. One of the key features of our Years 9–10 program is that it provides a consistent approach with flexibility for students to suit their learning.

The curriculum for Years 9 and 10 should be viewed as a platform from which students will choose their senior secondary pathway: VCE (Victorian Certificate of Education) or VCAL (Victorian Certificate of Applied Learning).

All students in Year 9 will complete the same academic program, with the only variance being the selection of elective subjects. This is done to provide students with a well-rounded, consistent undertaking of the curriculum. Students are given choices of which elective subjects they will study. A student will undertake two elective classes each semester.

Our Year 10 curriculum builds upon the work completed in Year 9, with a view to preparing students to step straight into a VCE, VET or VCAL pathway. Students are still required to

complete a core program in this year. However, students are encouraged to begin to select subjects in which they have a particular interest.

Students will choose two elective subjects in Year 10, one of which may be an accelerated VCE subject.

Students will undertake a broad and diverse curriculum in Years 9 and 10, with the aim of teaching them the skills and concepts required to become deep thinkers about the world around them, and to do this from a Christian worldview perspective. Students will be equipped to engage with their chosen pathway over the coming years through a range of diverse assessment and rich teaching practices.

Sincerely,



Sharon Gordon
Head of Senior School (Drouin)

SUBJECT PREFERENCE SELECTION

All course preferences will be completed online. During Term 3, parents and guardians will receive an email outlining this process, together

with key submission dates for consideration of their student's subject preferences.

YEARS 9–10 COURSE INFORMATION

Core Subjects

- Bible
- English
- Mathematics
- Science
- Physical Education / Sport / Health
- Humanities

Elective Subjects

- Art / Visual Communication Design
- Design and Technology – Metal
- Design and Technology – Wood
- Drama

- Food Technology
- LOTE
- Music
- Textiles
- Digital Technologies (Year 9 only)

Homework

Students are to record all homework set by staff members in their diary or personal learning device. This is with an expectation that each evening, students in Years 9 and 10 will complete approximately 1.5 hours of homework, spread over three to four subjects.

Elective Subject Outlines

ART / VISUAL COMMUNICATION DESIGN

Year 9 Art (Semester 1 or 2)

Art in Year 9 has a very practical focus, but also combines some aspects of art appreciation and analysis. Students experiment with a number of art-making materials: clay, printmaking ink and blocks, and painting with acrylic paints. Throughout the semester, students are encouraged to value their attempts at art-making, and to respect the art-making of those around them. There is an emphasis on skill-building so that students feel confident to attempt many different ways of making art, both for relaxation and to develop their creative problem-solving skills.

Year 10 Art / Visual Communication Design

Art in Year 10 is split into two semesters – one concentrating on the creative art-making process and the other giving students an introduction to the field of design communication. Students are encouraged to extend their skills in a wide variety of media, both for art-making and in designing for industry.

Year 10 Visual Communication Design includes teaching students to develop a visual diary to record their art and design ideas, and to then develop, refine and evaluate those designs.

Students evaluate representations communicate artistic intentions in the artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. Acara V8.3

Areas of Study

Year 9 (one semester)	Year 10 Art, Semester 1	Year 10 VCD, Semester 2
Practical <ul style="list-style-type: none"> • Observation drawing • Printmaking • Landscape painting • Ceramics – handbuilding Art appreciation and analysis <ul style="list-style-type: none"> • Art elements and principles • Peer evaluation of artwork • Digital art resources 	Practical <ul style="list-style-type: none"> • Portraits and Chairbald Prize • Ceramics – handbuilding and wheel-throwing • Art History-inspired artwork Art appreciation and analysis <ul style="list-style-type: none"> • Art History • Evaluation of artwork • Annotation of ideas • Digital art resources 	<ul style="list-style-type: none"> • The design process and the visual diary • Skill-building: Observation drawing and rendering • Skill-building: Technical drawing • Skill-building: Digital design • Design project: Industrial design (The USB Stick)

Assessment

- Folio and visual diary: developmental work, practical skills and final art-pieces
- Art appreciation: research tasks and image analysis

Possible Subject Pathways

- Visual Communication Design or Studio Art

DANCE (YEAR 9)*

* Subject to class numbers and staffing

Throughout this elective, students will have the opportunity to develop their knowledge and understanding of a variety of dance styles, and to explore the evolution of dance through the ages.

Students will choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to selected genres. They will also investigate the history and culture behind the development of various styles.

Combining theory with practical elements, students will develop the ability to observe dances and understand the meaning behind the movements, thus further improving their knowledge of dance performance and the use of emotion and energy.

This subject is designed to enable students to expand on previously developed skills and knowledge, as well as to cater for students who have had minimal experience in or exposure to the world of dance.

Assessment

- Self-assessment, peer-assessment and teacher-assessment of practical skills
- Creation and performance of routines
- Analysis of existing dances
- Investigation of dance genres and culture

DESIGN AND TECHNOLOGY – METAL

These units involve students learning about and working with a range of materials. These include metals such as tinsplate, galvanised steel, mild steel, copper, aluminium and brass, as well as plastics, glass and timber.

The focus is on design, developing knowledge about the properties of materials and their uses, and making effective and safe use of tools, machines and equipment in the production of a range of projects.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
<ul style="list-style-type: none">• Safe work practices & classroom rules• Introduction to metals• Design research• Project design• Product evaluation• Practical projects <p>Practical skills</p> <ul style="list-style-type: none">• Rolling• Forging• Scrolling• Oxy acetylene• Welding and brazing	<ul style="list-style-type: none">• Safe work practices• Design brief development• Design research• Design drawing• Practical projects <p>Practical skills</p> <ul style="list-style-type: none">• Arc welding• Extended scrolls• Forging• Mig welding• Casting	<ul style="list-style-type: none">• Safe work practices• Design brief development• Design research• Design drawing• Product analysis• Product evaluation• Practical projects <p>Practical skills</p> <ul style="list-style-type: none">• Mig welding• Lathe work• Arc welding• Metal fabrication

Assessment

- Design investigation
- Design briefs/drawing
- Skill development
- Assignment work
- Evaluation reports
- Examination

Possible Subject Pathways

- Product Design and Technology
- Apprenticeship/Traineeship

DESIGN AND TECHNOLOGY – WOOD

Throughout this subject, students will have the opportunity to develop their skills and creativity through researching, designing, making and evaluating projects. Students are encouraged to make use of a range of ideas and materials to create designs that utilise a range of skills and promote diversity in the final product. Within

this framework, students will learn about materials, tools and the processes used to shape these materials in the manufacture of products.

Each unit is designed to enable students to continually build on their skills and experience, as well as cater for students who may simply want to broaden their experiences.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
<ul style="list-style-type: none">• Materials• Principles of design• Meeting practical needs• Safety and risk assessments• Power tool usage• Product evaluation	<ul style="list-style-type: none">• Design processes• Design development• Man-made timber products• Timber processing• Joining techniques• Safe work practices• Product evaluation	<ul style="list-style-type: none">• Design brief• Research and design development• Design drawing• Using reclaimed materials• Machine joinery procedures• Finishes• Product evaluation

Assessment

- Design briefs/research
- Design development
- Production skills
- Production evaluation
- Examination (Year 10 only)

Possible Subject Pathways

- Product Design and Technology
- Apprenticeship/Traineeship

DIGITAL TECHNOLOGIES (YEAR 9)

Digital Technology is the engineering science and technology of the manufacture and application process. It is related to electronics, mechanics and software design, and involves elements of all three.

Students will learn the elements and principles of the design and construction process. They work through set tasks before being given the opportunity to build their own projects.

Areas of Study

- Students will be learning the basics of design, construction and programming using different technologies.
- Students will also learn more advanced programming using various materials and equipment.

Assessment

Assessed projects may include:

- The fastest car
- Dancing robot
- A robot controlled by a mobile phone
- A robot that shoots balls
- A machine gun robot
- Voice controlled car
- Dolphin
- Crazy lawn mower
- Radio

Note: this course runs for one semester only, and can only be studied in Year 9.

Possible Subject Pathways

- Product Design and Technology
- Physics
- Trade Pathways

DRAMA

Year 9 students will be exposed to the basics of performance and introduced to the process of writing drama, which involves creating characters and writing dialogue for them. Students will take on characters and improvise or follow scripts. There will be a performance opportunity either on stage or on video. Students will also spend time studying the history of theatre and exploring stage crafts pertinent to the theatre via a theatre design project.

In Semester 1, Year 10 students will study Media through a unit of film study and then write and shoot their own short film. In Semester 2, students are introduced to the process of creating their own short drama. This involves creating characters and writing dialogue. The dramas are entered into a local drama festival. Students work in the areas of acting, directing, writing and technical support (light and sound).

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
Text work <ul style="list-style-type: none"> • Interpretation of scripts and characters in different forms Writing <ul style="list-style-type: none"> • Self-devised group piece in a given subject History of Theatre Performance <ul style="list-style-type: none"> • Theatre design – set and costumes 	Film Unit <ul style="list-style-type: none"> • How to read a film • Film script formatting • Screenwriting and production • Film production: camera, lighting, sound, editing, acting and direction • Written reflection 	PlayScript writing Rehearsal <ul style="list-style-type: none"> • Acting, directing, designing and stage managing Performance <ul style="list-style-type: none"> • Drama festival • Written Reflection

Assessment

- Class work
- Public performance
- Written work
- Examination

Possible Subject Pathways

- Theatre Studies
- Media

FOOD TECHNOLOGY

Food Technology addresses criteria from the Health & PE and the Technologies learning areas of the Australian Curriculum.

Students learn about the role of food and nutrition in enhancing health and wellbeing. Content supports students to develop knowledge, understanding and skills so they are able to make healthy, informed food choices and to explore personal, social, economic and cultural factors that influence eating habits and food choices.

Students also learn how to safely and hygienically prepare and produce food as well as safely use tools and small appliances in the kitchen. They apply their knowledge using the design process to solve food problems. They also develop their knowledge of the sustainability of food production and consider issues faced by the food industry.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
<ul style="list-style-type: none">• Multicultural Australia• Food packaging and environmental implications	Designing and making with food <ul style="list-style-type: none">• Safe and hygienic food storage and preparation• Safe use of equipment and small appliances• The design process• Food preservation• Functions of ingredients• Sensory properties of foods	Eat well, be well for life <ul style="list-style-type: none">• <i>The Australian Guide to Healthy Eating</i>• Nutrition across the lifespan• Influences on food choices• Planning for healthy eating• Sustainable food choices

Assessment

- Project work and investigations
- Productions
- Folios
- Practical activity and test

Possible Subject Pathways

- Health and Human Development
- Food Studies

LOTE (INDONESIAN & FRENCH)*

* French subject to class numbers and staffing

The ability to use a LOTE (Language Other Than English) and move between cultures is an advantage for participation in the modern world.

The study of LOTE gives students opportunities for cross-cultural communication, greater understanding of the structure and function of language, and an enhanced general knowledge of the culture and geography of the target language.

Further benefits of studying a language include an understanding of other points of

view, enhanced proficiency in English, memory and attention.

Students are only able to study LOTE in Semester 2 if they have studied it in Semester 1.

Year 10 students can only study LOTE if they have studied it for the entirety of Year 9, unless there are exceptional circumstances.

Year 10 LOTE is a prerequisite for studying LOTE at VCE level. Students who study LOTE at VCE level will gain extra credit towards their ATAR.

Areas of Study

Note: areas of study may vary between Indonesian and French

Semester 1	Semester 2
<ul style="list-style-type: none">• Basic language functions• Everyday activities• Family• Animals and their environment• Hobbies	<ul style="list-style-type: none">• School• Interests• Personal aims and objectives• Food• Work

Assessment

- Tests
- Assignments
- Oral presentations
- Examination

Possible Subject Pathways

- LOTE: Indonesian or French

MUSIC

Music is a vital and pervasive influence, and an understanding of its structures and cultural context will enable students to make informed critical judgments and increase their own musical skills.

This subject looks at approaches to music in its various forms and gives students the opportunity to explore these forms and make their own music, from a Christian perspective, through the following:

- Composition
- Music technology
- Performance
- Christian approach to music-making
- Critical analysis of music of different cultures, times and locations
- Aesthetic response to music of different styles
- Musicianship skills

Areas of Study

Year 9	Year 10
<ul style="list-style-type: none">• Music technology for composition and recording• Styles and genres of contemporary music• Christian approach to music-making• Composition• Music theory and aural skills	<ul style="list-style-type: none">• Focus on music theory, aural and analysis skills in preparation for VCE• Music technology for composition and recording• Styles and genres of music• Christian approach to music-making• Composition

Assessment

- Analysis assignments
- Performances
- Composition tasks
- Multimedia presentations
- Tests
- Examination

Possible Subject Pathways

- Music Performance (Solo and Group)
-

TEXTILES

This subject has five main components:

- Investigation
- Research
- Design
- Production
- Evaluation

Students will investigate the appropriateness of the materials for specific tasks. Based on a design brief, they will develop designs in which they show the materials and processes to be used. In

their designs, they consider a range of factors such as function and aesthetics. They will devise a production plan, detailing the materials, tools and processes to be used.

Students will learn how to use the sewing machine, as well as undertaking other textile activities. Possible projects include cross-stitch, applique, embroidery, toy construction, bag-making and clothing construction.

Areas of Study

Year 9	Year 10
Basic sewing skills <ul style="list-style-type: none">• Personal craft projects• Garment construction	Theme: Design and construction <ul style="list-style-type: none">• Sewing techniques• Personal craft projects• Clothing construction

Assessment Year 9

- Design process
- Research tasks
- Practical tasks
- Management of tools and class time

Assessment Year 10

- Practical reports
- Skills project
- Management of tools and class time
- Examination

Possible Subject Pathways

- Product Design and Technology

Year 10 Accelerated VCE Program

Students in Year 10 have the opportunity to undertake accelerated VCE units, providing they satisfy the entry requirements. Students must apply for permission using the appropriate form (a copy of which can be found at the end of this handbook). Extra copies are available from the careers office.

Traditionally, a Year 10 student would complete a maximum of one Units 1 & 2 sequence as an accelerated unit.

To be selected for the Accelerated VCE Program, students must satisfy the following conditions:

- Previous performances in related areas have been consistently high, indicating potential for further success
- Have demonstrated a positive attitude and approach to studies in this area
- Have demonstrated organisational skills and completion of work
- Have discussed this application with parents/guardians who have signed the application form

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 likelihood of experiencing success.

A limited range of subjects is offered for students to select as a preference. This is done to give students the best opportunity to achieve success in their accelerated subject.

Students must complete the Year 10 Accelerated VCE form and submit it prior to the deadline outlined in the subject selection email.

Students who have not submitted a completed, signed form by this date will not be eligible for consideration to undertake an accelerated subject in 2020.

The student's application, together with their academic results in Semester 1, will be taken into account when making decisions about entry into the Accelerated VCE Program.

Ultimately, the final decision regarding a candidate's suitability will be determined by the Head of Senior School, in consultation with the VCE Coordinator.

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 body responsible for the administration of the VCE and each student's program must be approved by this body.

Each subject in the VCE is divided into four semester length units. Units 1 & 2 are normally taken at Year 11 level and Units 3 & 4 are normally taken at Year 12 level.

Units 3 & 4 must be studied as a sequence. Each student's two-year program of study usually comprises 22 units of work.

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

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

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

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

However, some variations may occur in exceptional circumstances.

Note: the Accelerated VCE Program provides the option for Year 11 students to undertake a Units 3 & 4 sequence, generally by studying the Units 1 & 2 sequence in Year 10.

BIOLOGY

Unit 1: How do living things stay alive?

Students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained?

Students focus on asexual and sexual cell reproduction, and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context, the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives in order to gain an appreciation of both the capabilities and the limitations of living organisms. They explore the importance of the plasma membrane and consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes.

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

Students consider the continual change and challenges to life on Earth. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They examine the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none">• How do organisms function?• How do living systems sustain life?• Practical investigation	<ul style="list-style-type: none">• How does reproduction maintain the continuity of life?• How is inheritance explained?• Issue investigation	<ul style="list-style-type: none">• How do cellular processes work?• How do cells communicate?	<ul style="list-style-type: none">• How are species related?• How do humans impact on biological processes?• Practical investigation

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Units 3 & 4	School-assessed coursework	40%
	End-of-year examination	60%

BUSINESS MANAGEMENT

Units 1 & 2

These units focus on the planning and establishment phases of the life of a business. Activities related to the factors affecting business ideas, and the internal and external environments within which businesses operate and the effect these have on planning a business, are explored. Specific areas covered include complying with legal requirements, setting up a system of financial record keeping, staffing the business, establishing a customer base and effective marketing.

Units 3 & 4

These units focus on the key processes and issues concerned with managing a business efficiently and effectively, and the constant pressure that businesses face to adapt and change to meet their objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They also study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using 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• External environment• Internal environment	<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• Managing employees• Operations management	<ul style="list-style-type: none">• The need for change• Implementing change

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%

FOOD STUDIES

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food.

Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time.

Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers

Students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. They gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food; they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking.

Students analyse the scientific rationale behind the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating*, and develop their understanding of diverse nutrient requirements. They also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

Students examine debates about global and Australian food systems. They focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage and the use and management of water and land.

Students also investigate individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. The food production repertoire of students reflects the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating*.

Areas of Study

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

Assessment

Units 1 & 2	Satisfactory or Not Satisfactory	
Unit 3	School-assessed coursework	30%
Unit 4	School-assessed coursework	30%
Units 3 & 4	End-of-year examination	40%

Additional Information

Subject costs	Some materials costs may be incurred when completing the school-assessed coursework.
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GEOGRAPHY*

* Subject to class numbers and staffing

Unit 1: Hazards and disasters

Students will learn to describe, explain and analyse the nature of hazards and the impacts of hazard events at a range of scales. They will study two contrasting hazards and undertake fieldwork.

Students will explore the nature and effectiveness of a range of responses, such as warning programs and community preparedness, to selected hazards and disasters. One disaster will be studied in detail, which involves a field trip to a venue such as Marysville to study the impact of the 2009 bushfires.

Unit 2: Tourism

Students will describe, explain and analyse the nature of tourism at a range of scales, including global tourism.

Students will investigate and analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism. Students will participate in a fieldwork camp to study two tourism ventures such as Werribee Range Zoo and Melbourne Zoo.

Unit 3: Changing the land

Students will study the changes in land use at a national and local scale, and the impact this has on both the natural and human environments. This Area of Study includes fieldwork.

Students will undertake an overview in global land cover and the changes that are occurring over time. They will look at deforestation, desertification, and melting glacier and ice sheets.

Unit 4: Human populations – trends and issues

Students will explore population dynamics on a global scale.

Students will investigate two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

Areas of Study

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

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

Excursion/fieldwork cost	To be advised (approximately \$200)
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HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

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

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

Unit 2: Managing health and development

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

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

Unit 3: Australia's health in a globalised world

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

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

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

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

Unit 4: Health and human development in a global context

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

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

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

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

Areas of Study

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

Assessment

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

OUTDOOR AND ENVIRONMENTAL STUDIES

Students undertake a range of activities in outdoor environments, often involving the need for physical fitness, the use of specialised equipment and substantial pre-trip planning. Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject.

Unit 1: Exploring outdoor experiences

Unit 1 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 experiences.

Unit 2: Discovering outdoor environments

Students explore the characteristics of outdoor environments and ways of understanding them, as well as the human impacts on outdoor environments.

Unit 3: Relationships with outdoor environments

The focus of Unit 3 is the historical, ecological and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Unit 4: Sustainable outdoor relationships

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 issues in relation to the capacity of outdoor environment 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 • Experiencing outdoor environments 	<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 outdoor environments since 1990 	<ul style="list-style-type: none"> • Healthy outdoor environments • Sustainable outdoor environments

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

Recommendations	It is recommended that students undertaking this subject are covered by ambulance insurance and are competent and confident in moving water.
Subject costs	To be advised each year due to camps (cost in 2019 was \$500)
Sequence requirements	The completion of Units 1 & 2 is highly recommended before undertaking Units 3 & 4.

VET IN SCHOOLS

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

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

The involvement of Chairo in the local VET Cluster (consisting of secondary schools in West Gippsland) means that the offerings of VET Certificates are expanded. Chairo is prepared to be an intermediary institution, outsourcing students to various providers. As such, students would study off-campus one day per week (usually a Wednesday).

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

Students must complete and submit a copy of the Accelerated VET Application Form by no later than the date specified in the subject selection email.

Accelerated VET courses take place during normal school hours. Students may miss up to six periods of timetabled class each week. They are expected to catch up on all missed work, without extra time or a reduced subject load.

The VET Courses are offered through a range of providers including:

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

VET courses are offered in the following areas:

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

VET certificates will incur an additional fee, which is currently capped at \$1800 per year. The school does not cover this cost, although the actual costs to the school are higher than this. The balance of the cost is subsidised by the school, as well as related government grants.



Student name: _____ Homeroom: _____

Reserve 1: _____

Reserve 2: _____

Reason for Application (Prior performance/results in this area. Extra involvement/interest in this area.): _____

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Please submit this form to the careers office by the date specified in the subject selection email.



Chairo Christian School

ACCELERATED VET APPLICATION FORM 2020

Name: _____

Address: _____

Phone: _____ USI: _____

Program in 2020: ☐ Year 10 ☐ VCAL ☐ VCE

VET course preference 1 (including location): _____

VET course preference 2 (including location): _____

Why would you like to undertake this study (include interest and career path)? _____

What experience have you had in this area? _____

Year 10 & VCE students only: What strategies will you put in place to keep/catch up with work missed due to VET?

Note: Your responses to this section will also be used in selecting suitable applicants.

Parent/guardian authorisation

- I give permission for my son/daughter to attend a VET class.
- I am aware that my son/daughter will not be supervised by school staff members when undertaking classes at the premises of an external provider, on excursions, or travelling to and from the provider.
- I am aware that non-school environments differ from school environments and direct supervision from staff members may not be provided during breaks at an external provider. If a student leaves their VET class and/or the provider's premises, the school may not be notified until rolls are received from the external provider.
- I am aware that no responsibility is accepted by the principal and staff members of the school for the loss, theft or damage of personal property belonging to or in the possession of my son/daughter.
- I will alert the school and the external provider if there are any changes to the attached details or if I become aware of circumstances that raise concerns as to the safety of my son/daughter participating in this program.
- I am aware that my son/daughter is required to obtain a Unique Student Identifier (USI) prior to commencing their VET in 2020.
- I understand that I am responsible for the payment of any additional fees (currently capped at approximately \$1,800 per year) and that refunds are only available if withdrawal occurs very early in the course.
- I am aware that I am responsible for my child's transportation to and from the external provider.
- I understand that I will be notified as soon as possible in the event of illness or accident to my son/daughter, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external provider to administer first aid to my son/daughter, and to consent to my son/daughter receiving such medical and surgical treatment (including the administration of an anesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my son/daughter require such treatment.
- I have listed details of any known medical condition/s that may affect my son/daughter and any current or recent medication or treatment relating to my son/daughter that may be relevant.
- I understand that my son/daughter is expected to catch up on all missed classwork due to Accelerated VET studies and no reduced subject load or extra study time will be granted.

Details of any known medical conditions or medications: _____

Parent/guardian comment: _____

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Parent/guardian contact number: _____

VET Coordinator signature: _____ Date: _____

Please submit this form to the careers office by the date specified in the subject selection email.