



Chairo Christian School

Course Handbook 2019

PAKENHAM CAMPUS

Years 9–10

Contents

Introduction	4
General Information	4

Core Subject Outlines

English	6
Mathematics.....	7
Science.....	8
History	9
Civics & Citizenship	10
Geography.....	11
FOCUS	12
Health & Physical Education.....	13
Biblical Studies	14

Elective Subject Outlines

Art & Design.....	15
Digital Technologies	16
Food Technology	17
French	18
Indonesian.....	19
Multimedia.....	20
Music.....	21
Performing Arts.....	22
Wood Technology	23

Advance	24
Selecting a Program	26
Industry & Enterprise.....	28
Music Performance	30
Outdoor & Environmental Studies.....	32
Psychology	34
Advance Application Form	37

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.

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 form teacher.

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

- English
- Mathematics
- Science
- Health & Physical Education
- Biblical Studies
- History
- Civics & Citizenship*
- Geography*
- Elective A
- Elective B
- FOCUS

* Civics & Citizenship is taught in Year 9, Geography is taught in Year 10.

Students will choose two of the nine 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:

- Digital Technology
- Food Technology
- LOTE – French
- LOTE – Indonesian
- Multimedia
- Music
- Performing Arts
- 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 select one of four camp options:

- Beachside Blairgowrie
- Darwin – GLEAN
- Cornerstone Leadership Camp
- The Summit Team Building Camp

Each of the Year 10 camp options have been designed to provide students with the opportunity to explore God's Kingdom and their place in it. While there is a different focus for each camp, all options will challenge students and inspire them to discover their strengths and explore the gifts that God has given them. While all camps are subsidised by school fees, Blairgowrie and Darwin camps will incur additional costs.

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 curriculum. 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 Chair'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 Nine & Ten
<p>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.</p> <p>Throughout Years 9 and 10, there is an increasing focus on equipping students with the skills required for success in VCE English.</p>

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 a specific teaching and assessment goal. The three classes are as follows:

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

Areas of Study

Years Nine & Ten
<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 Nine & Ten
<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

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

Years Nine & Ten

The Year 9 and 10 curriculum provides a study of the history of two time periods: the making of the modern world from 1750 to 1918 and the modern world from 1918 to present. Students explore the rapid change in the ways people lived, worked and thought during a period of industrialisation and imperialisation. Australian colonisation will be covered through to World War 1. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives and empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Assessment

- Assignments
- Research Reports / Essays
- Presentations
- Exam

Civics & Citizenship

Rationale

The Civics & Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen of God's world. It explores the ways in which students can actively shape their lives in a dynamic society by contributing at the local, national and global level. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia and the continuation of the Christian values that underpin it.

Areas of Study

Year Nine
In Civics & Citizenship, students build their understanding of the Australian political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and the decision making processes. They investigate the features and principles of the Australian court system and study Australia's roles and responsibilities within the international context, such as involvement with the United Nations.

Assessment

- Assignments
- Presentations
- Projects

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 Ten
<ul style="list-style-type: none">• Biomes and Food Security• Geographies of Interconnections• Environmental Change and Management• Geographies of Human Wellbeing <p>The content is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. A framework for developing students' geographical knowledge, understanding and skills is provided through inquiry questions and specific inquiry skills. This includes the use and interpretation of maps, photographs and other representations of geographical data.</p>

Assessment

- Assignments
- Presentations
- Projects
- Exam

FOCUS

(Fostering Opportunities, Challenges, Unity and Service)

Rationale

The aim of this course is to enable students to develop an appropriate understanding of themselves, others and the challenges and opportunities that exist in the world God created. The curriculum assists students to appreciate the value of individuals and the importance of community as they identify the impact of relationships between people, God and the world in which they live.

FOCUS events and classes facilitate the participation of students in a variety of learning opportunities in the regular classroom and beyond. Jesus encourages us to love God and love one another (Matthew 22:37–39). Consequently, this course encourages students to respond to people and challenges appropriately.

Wisdom, knowledge, skills and Christian values underpin the studies in FOCUS and throughout their involvement students will develop the necessary foundations to enable them to participate as confident, responsible, motivated and active citizens in society. The curriculum encourages students to participate in active service, outreach programs and physical challenges, while fostering empathy, leadership and skill development.

The FOCUS curriculum will also assist in the development of confidence, self-esteem and emotional well-being to provide students with the skills to form and maintain healthy relationships based on God's greatest commandments.

Areas of Study

Years Nine & Ten

As a component of the FOCUS Curriculum, Year 9 and 10 students will complete a FOCUS Venture. This applied project is designed to encourage students to venture out of their comfort zone and explore ways in which they can be involved serving others in the community.

The FOCUS Venture will provide an opportunity for students to explore their areas of passion and skill, whilst demonstrating independence and creativity in the outworking of their venture. Skills and knowledge learned through the FOCUS Venture will contribute to better understanding of how they can be the hands and feet of Jesus to others in their community.

Assessment

- Venture Project

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 Nine	Year Ten
<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. At Chairó, all subjects are taught from a Christian worldview and Biblical Studies plays just one part in making God's Word alive for students.

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 Nine	Year Ten
<ul style="list-style-type: none">• Christian Biography• Reformation history• Exegesis• Philippians	<ul style="list-style-type: none">• Develop Foundations of Christian Spirituality• Respond Biblically to Contemporary Challenges

Assessment

- Class Work
- Assignments

Elective Subject Outlines

Art & Design

Rationale

The arts have the capacity to engage, inspire and enrich all students by exciting 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.

Learning in and through the fields of Art and Design, students create visual representations that communicate, challenge and express their own and others' 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 the creative industries.

Areas of Study

Years Nine & Ten
<ul style="list-style-type: none">• Exploring and Expressing/Representing Ideas• Visual Arts Practices• Visual Communication Design Practices• Responding and Interpreting

Assessment

- Assignments
- Folio

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 Nine & Ten
<ul style="list-style-type: none">• Software Design and Development• Market Research• Data Analysis• Network Management

Assessment

- Design Proposal
- Software Design
- Market Research – Collection and Analysis
- Published App or Website
- 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 Nine & Ten
<ul style="list-style-type: none">• 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 Nine & Ten
<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 Nine & Ten
<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 Nine & Ten
<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 Nine & Ten
<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

God created us with a multitude of talents and instructs us to use these talents to praise Him, serve Him and grow His Kingdom. Through aspects of Arts education students can explore their individual talents to praise their maker and express their creativity.

Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world that God created. They learn that designing, producing and resolving their work is as essential to learning as is creating a finished piece.

Performing Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative potential. Skills and techniques developed through participation in Performing Arts curriculum allow students to manipulate, express and share as drama makers, audience members and performers.

Performing Arts is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Areas of Study

Years Nine & Ten
In Performing Arts, students consider the various ways they can use their bodies to express themselves creatively. They undertake a creative process which includes responding to a stimulus, brainstorming and workshopping ideas, and planning, rehearsing and performing a piece. In this elective, there is an additional focus on developing the skills of research, teamwork, time management and critical reflection.

Assessment

- Assignments
- Class Participation
- Performance

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 Nine & Ten
<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. As the name Advance suggests, 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 (located at the end of this booklet). 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 Industry and Enterprise, Music Performance, 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.

It is very important that students consider selections for the total two-year program and not just the Year 10 program. Essentially, for a student to gain access to Advance, they must prove that they have the ability to compete with students who are in Year 11, while they themselves are in Year 10.

Further to this, they will also need to compete with students who are in Year 12, whilst they are in Year 11.

A student's entry into a Unit 1–2 sequence in a 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

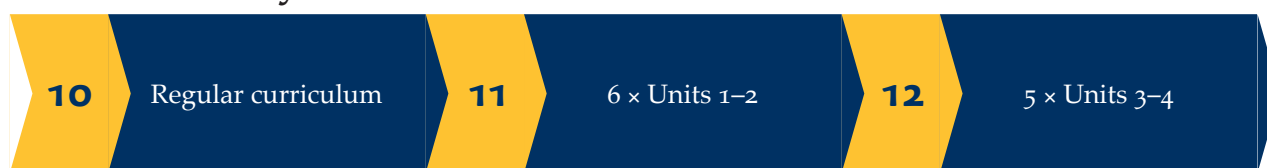
Listed on the following pages of this booklet are the advance VCE studies on offer to Year 10 students at Chairo Pakenham. **Please note classes offered will depend on the subject selection of students and the availability of qualified staff members.** There is a written description of what each unit involves. This will assist students in the process of making appropriate choices. Once again, we intend to build the blockings around actual subject selections. 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/VCAL, 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.

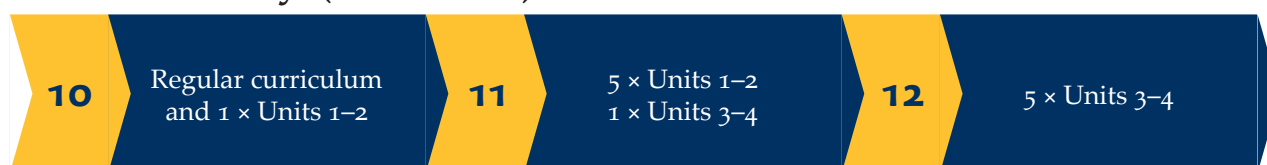
Students **must** complete their 2019 Subject Selection using the Timetabling Web Preference Service. Details on how to do this will be given in addition to this booklet and emailed to students. Once completed you will be given an email receipt. This needs to be signed by parents and submitted to the Administration Centre Office box by **no later than Tuesday 7 August 2018**. The 2019 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.

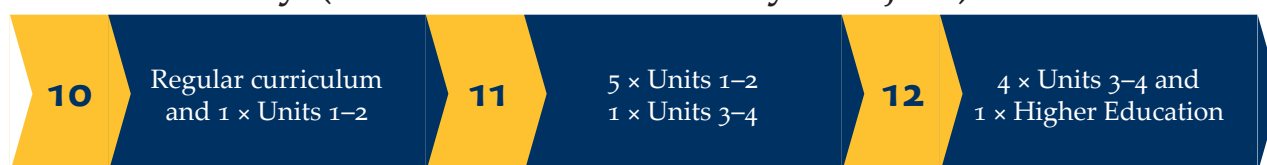
VCE Pathway



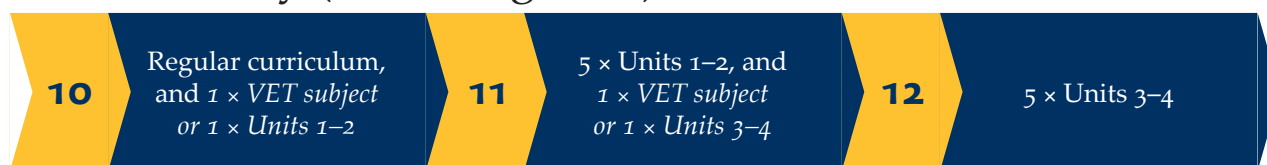
VCE Pathway (Advance)



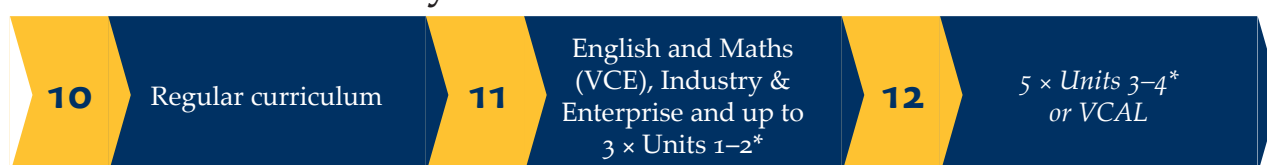
VCE Pathway (Advance – University Subject)



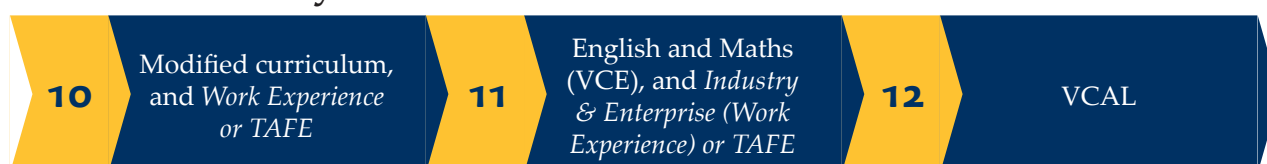
VCE Pathway (including VET)



VCE/VCAL Pathway



VCAL Pathway



** This may include one equivalent VET subject (a VET subject is required for entry to Intermediate and Senior VCAL. Please discuss this pathway with the Pathways Development Coordinator for more information).*

Industry & Enterprise

Unit 1

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace

Unit 2

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Unit 3

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Unit 4

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Contributing to the workplace • Developing work-related skills • Workplace effectiveness 	<ul style="list-style-type: none"> • Enterprising individuals and leadership • Enterprise and innovation in industry • Industry issues 	<ul style="list-style-type: none"> • Enterprise culture • Creating an enterprise culture 	<ul style="list-style-type: none"> • The need for change • Innovation

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	None.
Additional Subject Costs	Texts to be advised.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

Music Performance

Unit 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Performance • Preparing for performance • Music Language 	<ul style="list-style-type: none"> • Performance • Preparing for performance • Music Language • Organisation of sound 	<ul style="list-style-type: none"> • Performance • Preparing for performance • Music Language 	<ul style="list-style-type: none"> • Performance • Preparing for performance • Music Language

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	10%
	End-of-year Examination (Performance)	50%
	End-of-year Examination (Aural and Written)	20%

Additional Information

Prerequisites	None.
Additional Subject Costs	Texts to be advised.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

Outdoor & Environmental Studies

Unit 1

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

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

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

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 \$500).
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

Psychology

Unit 1

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development. Students examine the contribution that studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • How does the brain function? • What influences psychological development? • Student-directed research investigation 	<ul style="list-style-type: none"> • What influences a person's perception of the world? • How are people influenced to behave in particular ways? 	<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 do levels of consciousness affect mental processes and behaviour? • What influences mental wellbeing? • Practical investigation

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	16%
	School Assessed Coursework for Unit 4	24%
	End-of-year Examination	60%

Additional Information

Prerequisites	None.
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 and 11 in 2019 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.

Years 10–11 Advance subjects

- Industry and Enterprise
- Music Performance
- Outdoor and 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 24–25.

Name: _____

Homegroup (2018): _____ Year Level (2018): _____

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 your 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 Office box by **no later than Tuesday 7 August 2018**. Your subject application will not be considered after this date.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____