Chairo Christian School

Course Handbook 2024

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 VCE VM (Vocational Major).

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 VCE VM 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 (pending a successful application).

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

Core subject information is available through Linc.

Elective Subjects

- Art / Visual Communication Design
- Design and Technology – Metal & Wood
- Digital Technologies
- Drama
- Food Technology
- Horticulture
- LOTE
- Music
- Textiles
- Outdoor & Environmental Studies

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.

PATHWAYS

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

VCE Pathway

10	11	12
Regular curriculum	6 × Units 1–2	5 × Units 3–4

Accelarated VCE Pathway (Advance)

10	11	12
Regular curriculum and 1 × Units 1–2	5 × Units 1–2 1 × Units 3–4	5 × Units 3–4

VCE Pathway (including VET)

10	11	12
Regular curriculum, and *1 × VET subject or 1 × Units 1–2*	5 × Units 1–2, and *1 × VET subject or 1 × Units 3–4*	5 × Units 3–4

VCE VM Pathway (formerly called VCAL)

10	11	12
Regular curriculum and optional Trade Pathways Program	VCE VM	VCE VM

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 art journal to record their art and design ideas, and to then develop, refine and evaluate those designs.

Students evaluate representations and 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 • Observation drawing • Monochromatic Logo design • Using Watercolors • Relief Printing • Pop Art inspired sculpture **Art theory and analysis** • About art practice • Art elements and principles • Writing about art using structural and personal lens • Evaluation of own art practice	**Practical** • Appropriation of an artwork using oil or soft pastel • Sculptural piece inspired by a modern art movement • Print-making – etching and mythology **Art theory and analysis** • About art practice • Art elements and principles • Writing about art using structural and personal lens • Evaluation of own art practice	• The design process and the art journal • Skill-building: Observation drawing and rendering • Skill-building: Technical drawing • Skill-building: Digital design • Communication design task • Environmental design project

Assessment

- Art journal and folio: developmental work, practical skills and final art-pieces
- Art appreciation: research tasks and image analysis

Possible Subject Pathways

- Art Creative Practice
- Visual Communication Design

DESIGN AND TECHNOLOGY – METAL & WOOD

Throughout this subject, students will have the opportunity to develop their skills and creativity through designing, researching, creating and making and evaluating products.

Students use a range of design tools to successfully problem-solve and find solutions to design needs. Students build prototypes to test materials and design features to provide three-dimensionality and visualization of completed products. Using progressive technologies students are involved in pattern making and rapid prototyping.

Students complete the production of their product's design and evaluate the effectiveness of the completed product against evaluation criteria.

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. Construction techniques are introduced which form the foundation for future career pathways in industry training, TAFE and university level courses.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
• Safety and risk assessments • Materials • Principles of design • Meeting practical needs • Product evaluation **Practical skills** • Hand & Power tools • Prototyping • Problem solving • CAD • 3D printing • CNC Router • Fabrication techniques	• Safety and risk assessments • Materials • Principles of design • Meeting practical needs • Product evaluation **Practical skills** • Hand & Power tools • Prototyping • Problem solving • CAD • 3D printing • CNC Router • Fabrication techniques	• Safety and risk assessments • Materials • Principles of design • Meeting practical needs • Product evaluation **Practical skills** • Hand & Power tools • Prototyping • Problem solving • CAD • 3D printing • CNC Router • Fabrication techniques

Assessment

- Design brief / CAD
- Skill development
- Prototype
- Product

DESIGN AND TECHNOLOGY – TEXTILES

In Year 9 and 10 Product Design and Technology (soft materials textiles) students develop their skills in design and production through the use of Design and Technologies processes and production skills

This subject has five main components:

- Identifying need
- Investigation and Research
- Generating Designs
- Producing
- Evaluation

In both Years 9 and 10 students will create design briefs and develop designs in which they show the materials and processes to be used which meet the need of a client. In their designs, they consider a range of factors such as function and aesthetics. They will devise production plans, detailing the materials, tools and processes to be used.

Students will produce multiple items. Students will learn how to use the sewing machine to construct various textile items. Projects include basic garment construction, surface design techniques including applique and embroidery and dyeing and printing techniques. Students will develop skills and build their confidence for future independent projects.

Skill development is scaffolded throughout Years 9 and 10 in readiness for students undertaking VCE Product Design and Technology: Soft Materials.

Areas of Study

Years 9 & 10
• Investigating and defining using digital technologies • Generating and designing • Producing and implementing • Researching

Assessment

- Research report
- Design briefs and the design process
- Production skills projects and samples
- Folio of works

DIGITAL TECHNOLOGIES

Year 9

An introduction to the fundamentals of programming using HTML, CSS and the JavaScript programming language. In this unit students will learn about algorithms and apply the problem-solving methodology to various contexts using several technologies. They will:

- Understand how the web works
- Learn how to code with HTML
- Change the appearance of web pages with CSS
- Make web pages dynamic using JavaScript
- Add animation and graphics to web pages
- Learn about arrays
- Learn about databases

Year 10

This unit is a great subject to take if you want to study computing as a VCE subject. You will learn about the latest and greatest technologies in computing such as drones, smartphones and watches, computers in home appliances and much more.

You will be learning computing programming through the use of Python, which is one of the most loved programming languages by developers, data scientists, software engineers, and even hackers because of its versatility, flexibility, and object-oriented features.

Although it is a high-level language and can do complex tasks, Python is easy to learn and has a clean syntax. Therefore, its recommended for both beginners and experienced programmers.

It is assumed that you have no knowledge of programming. You will be taught all the steps you need to create a working program.

Assessment

Students will design and code a variety of programs using the problem-solving methodology.

Possible Subject Pathways

- Product Design and Technology
- Physics
- Trade Pathways
- Applied Computing and Software Development

DRAMA

Year 9 students will learn safe and respectful theatre practices whilst investigating the elements of Drama and their uses. They 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.

In Semester 1, Year 10 students will study movement on the stage including; how to block a scene and how movement can build character and create relationships. They will then experiment with improvisation and how it can be used in the creative process. In Semester 2, students are introduced to the process of creating their own short drama. This involves creating characters and writing dialogue, using theatre technologies, costume, lights, sound, voice and more. They will also engage with different texts, how to interpret and perform them.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
Introduction to the Theatre • Safety practises in the theatre • Theatre technologies • Respectful practice **Acting Up – The Elements of Drama** • Self devised piece using the elements of drama	**Movement and the Stage** • Theatre terminology for blocking • How movement creates character • Animal solo • Mask work **Making it Up – Improvisation Skills** • The rules of improve • Group improvised performance	**A Fairy-Tale Ending – Student Devised Performance** • Experiment with theatre technologies • Script writing • Group devised performance **Shakespeare and Me – Script Interpretations and Solo Performance** • Script interpretation skills • Enunciation, voice and performance skills

Assessment

- Class work
- Public performance
- Written work
- Examination

Possible Subject Pathways

- Theatre Studies
- Media

FOOD TECHNOLOGY

Food Technology primarily addresses the Technologies learning area of the Australian Curriculum. Students are provided with opportunities to investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They apply their knowledge and skills to a variety of scenarios by developing and responding to design briefs.

Areas of Study

Year 9, Semester 1	Year 10, Semester 1	Year 10, Semester 2
Safe and Healthy Food • Food safety and hygiene • Safe use of equipment and small appliances • Recipe basics • Food preparation skills • The design process • Sensory properties of food • Functions and roles of food • The Australian Guide to Healthy Eating **Food Around the World** • Foods that have influenced Australian cuisine NB: This unit is repeated in Semester 2	**Food Warriors** • Food safety and hygiene • Safe use of equipment and small appliances • Food preparation skills with a focus on healthy foods • The design process • Food systems • The Australian Dietary Guidelines • Food choices and sustainability	**Kitchen Craft & Café** • Food safety and hygiene • Safe use of equipment and small appliances • Food preparation skills with a focus on foods served in cafes • The design process • Functions of ingredients • How to maximise sensory properties of food

Assessment

- Design solutions
- Productions
- Practical activities
- Test

Possible Subject Pathways

- Food Studies
- Health and Human Development
- VCE VM

HORTICULTURE

Horticulture is a practical, life-skills subject where students learn by doing. Year 9 students will work in groups establishing a vegetable patch, learning about soil preparation and optimum growing conditions. Year 9 students will also, individually, learn about the management of fruit trees, including pruning and thinning for maximized fruit production. Year 10 students will also manage a vegetable patch, considering companion planting and the importance of compost. They will also build orcharding skills by considering pest management and pruning for a variety of purposes. Year 10 students will learn seed saving techniques to preserve heirloom vegetable varieties and create a sustainable garden system in the home, along with investigating soil ecosystems.

Classes will occur outside with direct teaching and theory being delivered in the context of the practical tasks the students are attending to. Our classroom with be the hot house, however, as extremes of weather can cause this to be an unpleasant space, we have access to a nearby classroom.

Areas of Study

Year 9 (one semester)	Year 10, Semester 1	Year 10, Semester 2
• Garden production • Fruit tree management	• Garden production • Fruit tree management	• Seed saving & propagation by cutting • Soil ecosystems

Assessment Year 9

- Group presentation: How did our garden grow?
- Test: Pruning an apple tree
- Observation: Pruning skills

Assessment Year 10

Semester 1:

- Group oral presentation: How did our garden grow?
- Test: Pruning for a variety of purposes
- Observation: Pruning skills

Semester 2:

- Individual oral presentation: How do different soils compare?
- Test: Identification of seeds
- Practical collection of seeds, including labelling and storage

LOTE (INDONESIAN)

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.

In Year 9, students are only able to study LOTE in Semester 2 if they have studied it in Semester 1.

In Year 10, Indonesian is only offered as an accelerated VCE subject. Students wishing to study Indonesian will be enrolled in VCE Units 1–2 Indonesian Second Language.

Students who study LOTE at VCE level will gain extra credit towards their ATAR.

Areas of Study

Semester 1	Semester 2
• Basic language functions • Everyday activities • Family • Animals and their environment • Hobbies	• School • Interests • Personal aims and objectives • Food • Work

Assessment

- Tests
- Assignments
- Oral presentations
- Examination

Possible Subject Pathways

- LOTE: Indonesian

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
• Music technology for composition and recording • Styles and genres of contemporary music • Christian approach to music-making • Composition • Music theory and aural skills	• 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)

OUTDOOR & ENVIRONMENTAL STUDIES (YEAR 9)*

* **Subject to class numbers and staffing**

This course draws from the Australian Curriculum's Science, Health and PE strands. There is also foundation curriculum introduced to prepare students for further Year 10 and VCE/VCE VM studies. Students learn about risk assessment and safe practices in variable environments and conditions. They also consider human impact on the land and sustainability. Technology used in environmental and practical contexts will also be explored, allowing students to understand the benefits and limits of these applications.

Areas of Study

- Safety & Hazards
- Environmental studies
- Sustainability
- Technology
- Practical activities

Assessment

Students will be assessed on each unit of study, using a combination of practical application activities and written communication such as topic tests, practical and research reports.

Possible Subject Pathways

- Outdoor & Environmental Studies
- Geography
- Health & Human Development
- Physical Education
- Biology

Note

Due to the practical nature of this subject, as with its VCE equivalent there may be additional fees for this subject to meet the costs of external practical experiences (to be advised, up to $525, depending on camps and activities).

OUTDOOR & ENVIRONMENTAL STUDIES (YEAR 10)*

* **Subject to class numbers and staffing**

This course draws from the Australian Curriculum's Science, Health and PE strands. There is also foundation curriculum introduced to prepare students for VCE/VCE VM studies. Students learn about risk assessment and safe practices in variable environments and conditions. They also consider human impact on the land and sustainability. Students will apply their understanding in environmental and practical contexts, allowing students to build connections with different environments and understand the skills needed to operate safely and sustainably in the environment.

Areas of Study

- Surfing
- Mountain Bike Riding
- Canoeing
- Camping skills
- First Aid
- Sustainability
- Environment types & ecological processes
- The importance of recreation in Australia

Assessment

Students will be assessed on an area of study, using a combination of practical application activities and written communication such as topic tests, practical and research reports.

Possible Subject Pathways

- Outdoor & Environmental Studies
- Geography
- Health & Human Development
- Physical Education
- Biology

Note

Due to the practical nature of this subject, as with its VCE equivalent there may be additional fees for this subject to meet the costs of external practical experiences (to be advised, up to $525, depending on camps and activities).

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 specified.

Students who have not submitted a completed, signed form by the deadline will not be eligible for consideration to undertake an accelerated subject.

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 and Head of Teaching and Learning.

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 organisms regulate their functions?

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

Unit 2: How does inheritance impact on diversity?

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

Unit 3: How do cells maintain life?

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

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

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

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• How do cells function? • How do plant and animal systems function? • How do scientific investigations develop understanding of how organisms regulate their functions?	• How is inheritance explained? • How do inherited adaptations impact on diversity? • How do humans use science to explore and communicate contemporary bioethical issues?	• What is the role of nucleic acids and proteins in maintaining life? • How are biochemical pathways regulated?	• How do organisms respond to pathogens? • How are species related over time? • How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment

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

Additional Information

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

BUSINESS MANAGEMENT

Unit 1: Planning a business

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

Unit 2: Establishing a business

Students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

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

Unit 4: Transforming a business

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• The business idea • Internal business environment and planning • External business environment and planning	• Legal requirements and financial considerations • Marketing a business • Staffing a business	• Business foundations • Human resource management • Operations management	• Reviewing performance—the need for change • Implementing change

Assessment

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

Additional Information

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

FOOD STUDIES

Unit 1: Food origins

Students focus on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Throughout the unit students complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

Students investigate food systems in contemporary Australia. Students 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 use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances

Unit 3: Food in daily life

Students investigate the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. 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.

Unit 4: Food issues, challenges and futures

Students examine debates about global and Australian food systems. They focus on issues about 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 examine individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• Food around the world • Food in Australia	• Australia's food systems • Food in the home	• The science of food • Food choices, health and wellbeing	• Navigating food information • Environment and ethics

Assessment

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

Additional Information

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

GEOGRAPHY

Unit 1: Hazards and disasters

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

Unit 2: Tourism: issues and challenges

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

Unit 3: Changing the land

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

Unit 4: Human population: trends and issues

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

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• Characteristics of hazards • Response to hazards and disasters	• Characteristics of tourism • Impacts of tourism: issues and challenges	• Land cover change • Land use change	• Population dynamics • Population issues and challenges

Assessment

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

Additional Information

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

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

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

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

Unit 2: Managing health and development

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

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

Unit 3: Australia's health in a globalised world

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

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

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

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development, in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

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

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

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• Health perspectives and influences • Health and nutrition • Youth health and wellbeing	• Developmental transitions • Health care in Australia	• Understanding health and wellbeing • Promoting health and wellbeing	• 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

Unit 1: Connections with outdoor environments

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

Unit 2: Discovering outdoor environments

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

Unit 3: Relationships with outdoor environments

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

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
• Our place in outdoor environments • Exploring outdoor environments • Safe and sustainable participation in outdoor experiences	• Understanding outdoor environments • Observing impacts on outdoor environments • Independent participation in outdoor environments	• Changing human relationships with outdoor environments • Relationships with Australian environments in the past decade	• The importance of healthy outdoor environments • The future of outdoor environments • Investigating outdoor environments

Assessment

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

Additional Information

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

Chairo
Christian School

ACCELERATED VCE PROGRAM APPLICATION FORM

Student name: _____ Homeroom: _____

Preference 1: _____

Reserve 1: _____

Reserve 2: _____

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

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Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

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