



Chairo Christian School

Course Handbook 2025

DROUIN CAMPUS

Year 9

Year 9 Handbook

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Welcome to Senior School

This handbook has been prepared to help students and parents/guardians make informed decisions regarding the elective choices that will be available for students in Year 9 at Chairo Drouin.

Focus on Selection Pathways for Future Learning and Careers

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

The aim of this handbook is to:

- **Assist students in selecting subjects:** Listed in this handbook are the Year 9 studies on offer to Chairo students. A description of each subject, and what the requirements are for completing the subject have been included in order to help students make appropriate and informed choices.
- **Explain the process of submitting selected subjects:** This process for 2024 will enable supported decision-making about best pathways for every student.

It is highly recommended that students entering Year 9 discuss their subject preferences with their families before completing the online subject selection process emailed to parents on 31 July.

Please do not hesitate to contact the Head of Senior School if you require more information than has been provided in this handbook regarding specific subject content or requirements. We are here to help!

Sincerely,

Andrew Campbell

Meg Steenholdt

Year 9 and 10 Curriculum Overview

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 assessments and rich teaching practices. Additional opportunities such as Interschool Sport, cultural events, and the new RITE Journey program enable students to learn more about themselves, and the skills required to both listen and collaborate with others as they develop into adulthood.

Year 9 Academic Program

All students in Year 9 will complete the same academic program, with the only variance being the selection of elective subjects. This approach ensures students receive a holistic, well-rounded, and consistent curriculum. Students can choose their elective subjects, with each student undertaking two elective classes per semester.

The RITE Journey Program

The RITE Journey is a unique educational program designed to support the development of self-aware, responsible, respectful, and resilient adults. It is a year-long program for Year 9 students that provides a structured Rite of Passage process to guide them from adolescence into adulthood. The program includes:

- **Mentoring:** Students are paired with a mentor who supports and guides them throughout the year.
- **Personal Challenges:** Activities that encourage students to step out of their comfort zones and develop resilience.
- **Community Service:** Opportunities for students to contribute to their communities, fostering a sense of responsibility and empathy.
- **Rites of Passage:** Ceremonies and activities that mark the transition from childhood to adulthood.

Year 9 Camps - Building Resilience and Capacity

Throughout Year 9, the program is dedicated to building students' resilience and capacity to support the increased learning and self-regulation expectations throughout senior school. Participating in school camps and other cohort events is a crucial part of this resilience and capacity-building process. School is a safe place for students to undertake personal challenges and celebrate achievements in various areas.

In 2025 we are hoping to run two camps which aim to be integral to the Year 9 experience:

- **Relationship Building Camp:** This camp takes place at a traditional campsite and focuses on building relationships among students and staff. It is designed to foster a sense of community and collaboration. This camp will go for three days.
- **Stretch Camp:** Held at Wilsons Promontory at the end of the year, this camp is aimed at building resilience. Students engage in various activities that challenge them physically

and mentally, helping them to develop perseverance and determination. This camp also goes for three days.

Homework Expectations

An increased level of homework is one aspect of building work capacity and self-management within a supported environment. Students are expected to record all homework set by staff members in their diary or personal learning device. Each evening, students in Years 9 and 10 should complete approximately 1.5 hours of homework, spread over three to four subjects.

Partnership with Parents

Building resilience and capacity is a vital part of adolescent development. We value and look forward to the partnership between parents, students, and Chair o as we undertake the Year 9 journey together.

Selecting Subjects and Electives

The following core subjects are compulsory:

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

The Electives offered to Year 9 students in 2025 are:

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

A description of each of these electives in this handbook provides further information.

Core Subject Descriptions

English

English in Year 9 continues to develop students literacy skills including reading, writing, speaking and listening. In Year 9, areas of study include:

- Analytical response to texts
- Public Speaking and Presenting
- Narrative and Creative writing
- Poetry
- Resume Writing

Mathematics

Students in Mathematics acquire skills and knowledge, so they are able to deal confidently and competently with the mathematical requirements of daily life. Students develop appropriate skills for future employment, further study and personal interest while learning how to communicate these skills and concepts logically and accurately. Students are given the opportunity to practice fluency and understanding questions before moving on to problem-solving and reasoning questions. They use calculators, their notebooks, and textbooks for all assessment tasks.

Science

Students study the four major topics of Chemistry, Physics, Biology and Earth Science. Semester One coursework covers the topics of atomic structure, radioactivity, chemical reactions, and energy transfer and transformation in the contexts of reactions, heat, light, sound and waves. Semester Two coursework includes the study of interactions and energy in ecosystems, body systems of plants, animals and humans (with particular focus on the human nervous, endocrine and immune systems), plate tectonics and geological events.

Students participate in class activities, perform and report on practical investigations, engage with online interactive learning modules and undertake research assignments.

Humanities

The focus of Year 9 for Semester 1 is the subject of History. Students study various historical events including the Industrial Revolution, World War One and the Qing Dynasty. Within these units, students examine the cause and consequences of these events and analyse their significance. During the unit, students complete a number of assessment tasks including newspaper reports, source analysis and an examination. In Semester Two the focus of Year 9 is examining various topics within Civics and Citizenship, including the beginning of Federation, how laws are made, and the role of federal, state and local governments. Additionally, Economics is explored where students examine the world of economics in Australia. As part of the Geography unit, students examine the nature of various Biomes.

Elective Subject Descriptions

Art and Visual Communication & Design

Art/Visual Communication 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.

Areas of Study

Art Practice

- 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

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

Product Design & Technology: Wood and Metal

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

- Theory Knowledge
- 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

Assessments

- A design brief using CAD
- Prototype construction
- Product manufacturing

Subject Pathways

- Product Design & Technology

Product Design & Technology Soft Materials/Textiles

In Year 9 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 Year 9, 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 Year 9 in readiness for students undertaking Year 10.

Areas of Study

- 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

Subject Pathways

- Product Design & Technology Textiles, and other design folio-based subjects.

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.

Areas of Study

- 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

Assessment

- Class work
- Public performance
- Written work
- Examination

Subject Pathways

- Theatre Studies
- Media

Food Studies

In Food Technology, 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.

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

Assessment

- Design solutions
- Productions
- Practical activities
- Test

Subject Pathways

- Food Studies
- Health and Human Development
- VCE VM

FITT Course Handbook

Students develop their fitness and practical skills using various equipment and facilities. They engage in mixed-circuit activities of high and low intensity. They reflect on the impact of sleep, diet, and environmental factors on their energy levels through reflective journaling.

They work both individually and in teams as they participate in these regular sessions which are designed to challenge their cardiovascular fitness, strength and endurance. This course is suited to those who are already engaging in regular training sessions, or strength and conditioning programs for local and representative sports.

Areas of Study - Year 9

- Elements of health and fitness
- Energy systems and nutrition
- Low, medium and high intensity fitness sessions
- Designing and implementing training programs

Assessment

- Reflective journals
- Workbook
- Design and leading training sessions

Subject Pathways

- VCE Physical Education
- VCE Food Studies
- VCE Health & Human Development

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

- 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

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

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

Assessments

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

Subject Pathways

- Music Performance (Solo and Group)

Outdoor and Environmental Studies

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).

Subject Selection Process

In readiness for 2025, students are asked to decide on the order of the subjects offered from the one they most wish to undertake to the subject that they least wish to undertake. Families may wish to use the table below to record the student's selections as a guide for completing their web preferences online.

Subject Preference	
List from MOST important (number 1) to LEAST important (number 9)	
Art / Visual Communication & Design	
Design and Technology – Metal & Wood	
Design and Technology – Textiles	
Drama	
Food Technology	
Music	
Outdoor & Environmental Studies	
Fitness (FITT)	
LOTE	

To complete your subject selection, please follow these steps:

1. Attend EXPO evening on Wednesday 24 July 2024;
2. Both the student and parent/guardian to read through this booklet carefully to gain an understanding of each elective subject;
3. Consider each subject with reference to the student's interests, aptitude and strengths, values and curiosity;
4. Request an appointment with Mrs Nott via email wnott@chairo.vic.au.au if you have career enquiries;
5. Decide on your elective subjects;
6. List your elective subjects in order of preference via web preferences. Parents will receive an email after Expo and with your child will need to submit elective preferences in order from most to least wanted, 1 being the most wanted and 9 being the least wanted.

Preferences will need to be completed by Friday 9 August.

This allows students to maximise their opportunity to be allocated most, if not all of their subject preferences. Thereafter, students may be allocated preferences on their behalf in order to proceed with planning.

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

Key Dates

Date	Action
24 July 2024	Attend Drouin Senior School Subject Expo – 6:30-8pm.
31 July 2024	Web Preferences email will arrive in your inbox.
9 August 2024	Web Preferences close.