YEAR 10
PROGRAM
2013

Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility
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YEAR 10 PROGRAM
Mordialloc College provides Year 10 students with a comprehensive education. A balanced program is offered to each student, encompassing the domains and dimensions within the Victorian Essential Learning Standards (VELS).

The Essential Learning Standards are underpinned by a clear set of educational principles which encourages the pursuit of excellence in learning for all students. To ensure the maximum effort and engagement of all individuals, we have created a diverse program based around three strands of Discipline Learning, Interdisciplinary Learning, Physical, Personal and Social Learning.

Students are expected to apply themselves and perform at their best in all areas of the curriculum. They will be supported through a holistic approach to their education which encourages self direction to develop the whole individual as a life long learner.

In order to provide the best possible pathway to suit individual needs, Year 10 students study compulsory subjects in the areas of Maths, English, Science and Humanities. In addition, Year 10 students have the opportunity to choose subjects from a varied elective program. Such a system offers flexibility and caters for ability, interests and career aspirations. We have introduced a Careers subject for all students and this will be undertaken once a week.

To support their integration into VCE and beyond, students will also have the opportunity to participate in Careers Week, a program designed to allow students to thoroughly explore their interests and future direction.

Many of the subjects offered by Mordialloc College at Year 10 are prepared and planned as an introduction into VCE. These subjects provide a valuable foundation of knowledge for future studies and it is recommended that students complete these preparatory subjects prior to attempting VCE curriculum in a chosen area.

• When selecting Year 10 Subjects students should keep in mind their intended VCE pathway.

COURSE REQUIREMENTS FOR YEAR 10

UNITS OF STUDY
Students will complete a total of 6 units per semester, totalling 12 subjects for the full year.

Maths – 2 units per year, (with the option of undertaking an additional Maths elective)
English – 2 units per year, (with the option of undertaking an additional English elective)

• Both Maths and English units are compulsory and must be done in order i.e. units 1 then 2.

Language – If students choose to do a language it must be done sequentially i.e. units 1 then 2.

Science – Students must undertake General Science in the first semester of 2013 and should select any additional Science electives in the second semester.

Humanities – Students must undertake at least 1 unit during the year with the option of extra units over the year.

Physical Education – Students should undertake at least 1 semester of Physical Education or Health with the option of extra units over the year. The ADVANCE elective course requires students to commit to the course for both semester 1 and 2.
UNITs OF STUDY cont.

Technology – Students can elect to take various Technology subjects over the year.

Careers - Students will be having a Careers Lesson of one per fortnight.

The Arts – Students should undertake at least 1 unit of the Arts during the year with the option of extra units over the year.

MATERIALS AND SERVICES CONTRIBUTION

The Materials and Services contribution covers the extensive range of consumable materials for Learning Areas within the Year 10 program however Art/Technology subjects carry an additional $50 Levy.

ASSESSMENT

It is vital that, by the time students are ready to undertake their studies in the VCE, they have established good work/study habits so that they give themselves every opportunity to achieve success in each subject they study. The Year 10 course of study has been designed along similar lines to the VCE, which encourages consistency of effort and application by spreading the Work Requirements and Assessment Tasks throughout each unit of study.

Promotion from Year 10 to Year 11 is not automatic. However, if students are prepared to work consistently, utilise their class time to the maximum and follow this up with adequate time given to their studies at home, they will not only meet with success in Year 10, but will be able to approach the VCE with confidence.

At the beginning of each unit students will receive a time line of the Work Requirements and Assessment Tasks and detailed information as to what must be done to ensure a satisfactory completion.

Throughout the year, 12 units will be undertaken by each student. If students do not receive satisfactory results, then promotion to Year 11 can only occur after a meeting between parents and the Year Level Coordinator. In line with our senior school policy a minimum of 90% attendance must be met in order to satisfactorily complete the unit.

Our reporting system will inform parents of the students’ progress in all their units. Parent contact arrangements are in place at the end of Terms 1 and 3. Final results of each unit will be given at the end of each semester.
UNDERTAKING A VCE SUBJECT IN YEAR 10

Students will also have access to undertake one VCE subject.

- To be eligible to select a VCE Unit, students must receive a recommendation from their current Year 9 teacher in the area of their choice. Descriptions of the VCE units offered are available from The Forum in the 2013 VCE handbook. Students who are not in the SEAL program can select one VCE Unit only.

- Completing a VCE subject provides students with an insight into VCE expectations during a less pressured year of study. It gives students the experience of what is required to undertake VCE from the perspective of subject workload and the attitude the students must bring to their studies to achieve success at VCE level. Students considering this option at Year 10 must ensure that they are prepared to work at a higher level appropriate to the VCE.

- As tertiary places become more and more competitive, any advantage our students can have must be a bonus for them. The majority of students throughout Victoria study five subjects that contribute to their final ENTER score in Year 12. Students will still undertake five subjects in Year 12 to allow them the opportunity to maximise their ENTER score. A student who undertakes a VCE subject in Year 10 can continue the subject through Year 11 completing the Unit 3 & 4 sequence. This provides the student with a 6th VCE subject which gives them a valuable bonus to their final ENTER score.

To obtain a VCE certificate, usually upon completion of Year 12, a student must complete the following minimum requirements:
- Satisfactory completion of at least 16 units
- Satisfactory completion of four sequences of unit 3&4 subjects of which 1 sequence must be from the English category.

CAREERS

The Year 10 Careers Program has been developed in response to the recognition that today’s youth will need to manage more career changes in their future than in previous generations.

The program is based upon the Australian Blueprint of Careers Development Framework (also known as the Blueprint or ABCD) which has outlined eleven career management skills grouped into three areas.

AREA A: Personal Management
(Understand how positive self-image and relationships assist management of career change)

AREA B: Learning and Work Exploration
(Explore how career aspirations link to learning and work options)

AREA C: Career Building
(Develop decision-making, work search and career management skills)

Students are given the opportunity to learn and explore the world of work through a range of activities, excursions, guest speakers and assessment tasks. Some examples are listed below.

- Exploration and research of various career options and impact of labour market changes
- Completion of the Career Voyage – an online career interest questionnaire
- Year 10 Career Week
- Investigate how subject selection may relate to post-school education and career pathways.
- Develop career building skills in the search and completion of Work Experience
- Tasks and Assessments include – Work Experience Diary, Career Portfolio, Job Application process, OH&S modules & certificates, Career Voyage
FRENCH- (LOTE)

Language – If students choose to do a language it must be done sequentially i.e. units 1 then 2. Though not compulsory, students should note that VCE LOTE Units 3 & 4 contribute to a bonus to the final ENTER score.

Aims:
To develop communicative skills in French; language knowledge and cultural awareness of the Francophone world.

CONTENT OVERVIEW:
The Year 10 French program focuses on Units of work related to the topics of Family life, work, holidays, travel, friends, school life, arts and entertainment including history and culture. These units form the core foundation of an interrelated course to the VCE French themes of “The Individual, The French-speaking Communities and The Changing World” structured in the French study design for VCE LOTE studies.

Each unit is elaborated with a full development of literacy focus in the area of vocabulary expansion, scaffolding of grammar skills, including punctuation in written tasks; and intonation, specific phrases and cultural gestures in role-plays/oral communication. The program is catered with a broad range of activities to promote and enhance all four micro skills (speaking, reading, writing and listening) involved in language learning.

Students are also exposed to various extra-curricular activities/events to enrich their understanding of cultural knowledge and awareness. Students participate in events such as French poetry competition, French film festival, French plays, Crepe Day and International week, including plans for a future French trip.

MAJOR ASSESSMENTS:
- Regular vocabulary and grammar short tests to check progress and consolidate understanding
- Regular listening and reading comprehension tests
- Role-plays and class presentations to develop speaking skills
- Cultural projects on various units to add the cultural differences and awareness dimensions to learning
- End of Unit test on each topic/theme studied
- Berthe Mouchette & ACER reading comprehension and listening tests

LEARNING OUTCOMES:
- Improvement of literacy skills
- Motivation and interest to continue learning French
- By undertaking VCE/VET LOTE, students will get opportunities for more career options in future
- Ability to use and speak the language when travelling abroad, most particularly to Europe or other French-speaking countries
- Opportunity to continue tertiary courses at University
- Bonus points as incentive for VCE studies to improve overall ATAR/subject study score
- Currently there are no Year 10 classes officially running at the school. However, students who have opted to complete this subject via distance education are fully supported by the teacher. Also, students have the help of the language assistant twice per week to enable them to practice their speaking skills
ENGLISH

English – 2 compulsory units (with the option of undertaking additional English electives)

Aims:
To develop the range and power of the student’s language and communication skills.

CONTENT OVERVIEW:
Year 10 English involves the study a variety of texts including novels, media, film and theatre which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course.

Students will study the following:
- Context – ‘Change’: *Billy Elliot* and *Mao’s Last Dancer*
- Novel - *The Curious Incident of the Dog in the Night-time*
- Play – *Romeo and Juliet*
- Selected issues in the media, explored through a range of formats

MAJOR ASSESSMENTS:
- Text response – assignment, and a SAC style essay response
- Context: ‘Change’ – writing in a range of styles, with reference to a text, exploring issues and ideas associated with change
- Oral presentations
- Persuasive essay/language analysis
- Examination
- Class participation in discussion and activities

LEARNING OUTCOMES:
- *Write analytically* in response to a variety of texts. Write in a *range of styles* for the Context outcome.
- *Identify and analyse language* as it is used in the media to position a reader.
- *Confidence* in preparing and delivering *oral presentations* for a range of purposes and audiences.
- *Develop skills and experience* in reading, analysing and discussing a variety of reading material.
ENGLISH ELECTIVES

English Literature (Semester 1)

Aims:
This unit involves the study of a wide range of literary texts both from traditional and modern genres. Literature is an interactive study between the text and the social/political/economic context in which the text was produced and the emotional experiences of the readers. The genre to be studied in this semester is “Fairy Tales”.

CONTENT OVERVIEW:
Year 10 Literature involves the introduction and exploration of a wide range of literature. Students will develop a sense of themselves as readers, with a focus on enjoyment in exploring and discussing different styles and genres of texts. The class will also develop the ability to critically and creatively respond to texts. Tasks are developed in line with the VCE Literature course.

Students will study a range of forms and genres, including poetry, plays, film study, novels, short story and other literature as applicable. A desire to read, and a willingness to complete set reading, is highly recommended for the selection of this subject.

MAJOR ASSESSMENTS:
- Reading Journals
- Presentations
- Written reflections
- Formal analytical responses
- Reviews
- Creative response
- Close analysis and annotation of texts
- Examination
- Class participation in discussion and activities

LEARNING OUTCOMES:
- Experience enjoyment of reading and discussing key concerns in texts
- Develop an appreciation of how texts are constructed and an awareness of different readings or interpretations
- Be able to develop a personal and supported interpretation to a text
- Reflect on and respond to texts critically and creatively
- Develop skills in written analysis, building a vocabulary with which to do so
- Increase their knowledge and understanding of a range of forms and genres of literature
MATHEMATICS
Maths – 2 compulsory units (with the option of undertaking an additional Maths elective in Advanced General Maths VCE)

MATHEMATICS – COMPULSORY

The course aims to provide students with the opportunity to master skills of mathematics ranging from the basic to the advanced depending on their ability. The course aims to provide a range of relevant, interesting and challenging topics and teaching strategies to improve mathematical skills.

Content:
Content covers the strands detailed in the Mathematics Victorian Essential Learning Standards.

Included are the following: Number (including fractions & surds), Basic Algebra (including substitution & simplification), Pythagoras, Straight lines & linear equations, Trigonometry, Probability, Measurement, Further Algebra (including expanding and factorising), Indices and Parabolas.

Skills:
Independent and cooperative learning skills are developed through the use of mathematical projects and problem solving. Problem solving skills, manipulation and application of formulae, and standard application of number and other mathematical skills related to real world problems are also developed.

Resources:
A scientific calculator is required.
Year 10 Maths Quest for Victoria (VELS) (Jacaranda) will be the required textbook.

MAJOR ASSESSMENTS: The main methods of assessment are:-
- Chapter Revision Exercises and Assignment work and
- Topic Tests - These are designed to give the student the opportunity to both work out for themselves, and demonstrate what they have learned.
In addition there will be:-
- End of Semester Exams - These are designed to give the students exam practice.

LEARNING OUTCOMES:
The Year 10 Mathematics Course at Mordialloc is designed as a broad based subject, covering all the main skills and topics found in VELS / The Australian Curriculum. It is also designed to prepare Year 10 students to have the opportunity to study any of the year 11 Maths subjects taught at the college, followed by any of the Year 12 subjects
The course is designed to be accessible by all students, but with the opportunity for those with an interest in / talent for the subject, to excel.
At the end of the course students will know what type of Maths they are interested in and capable of at VCE level.

Please Note: Students intending to study Maths Methods Units 1 and 2 must also undertake Preparation for Maths Methods for the whole year or General Maths Advanced (SEAL students).
Foundation Maths 1 & 2 (Full Year Subject)
This subject may be chosen to replace the compulsory Maths course. However, students should consult with the Careers Coordinator prior to choosing this subject to ensure they are choosing the correct math level for their intended career.

Aims:
To apply basic mathematical skills to a range of applications related to real life practical situations.

CONTENT OVERVIEW - Semester One:
Maths Skills
- Order of Operations
- Fractions
- Decimals
- Powers and Roots
- Pythagoras Theorem

Measurement
- Units of measurement
- Unit conversion
- Perimeter
- Area

Statistics
- Mean
- Median
- Mode
- Range
- Cumulative Frequency

MAJOR ASSESSMENTS:
- Maths Skills Topic Test
- Measurement Topic Test
- Statistics Topic Test
- Measurement Assignment – Measuring your House
- End of Semester Exam

CONTENT OVERVIEW - Semester Two:
Money and Finance
- Units and conversion
- Wages and salaries
- Discounts
- Tax

Probability
- Single events
- Probability tables
- Tree diagrams

Car Theme
- Rates: Speed, Distance and Time
- Depreciation
- Maps and Co-ordinates
- Using a street directory

MAJOR ASSESSMENTS:
- Money and Finance Topic Test
- Probability Topic Test
- Car Theme Topic Test
- Finance Assignment – Planning an Event
- End of Semester Exam

LEARNING OUTCOMES:
Prep for Foundation Mathematics provides students with the knowledge and experience needed with numeracy in everyday lives. Students will experience an array of skills varying from basic fractions and decimals through to understanding how these concepts are incorporated into calculating sales tax, discounts and taxes. The course also is the introductory program into the Year 11 VCE Foundation Mathematics, where similar skills and concepts will be covered.
The above is a simplified diagram of some of the Math Combinations available in different Year Levels at Mordialloc College:
- The arrows indicate prerequisites
- Other subjects, without being prerequisites, have been found to be very useful
  Other combinations are possible

**Before choosing what Maths definitely is or isn’t for you next year, discuss it. Discuss it with your maths teacher. Discuss it with the careers teacher. Discuss it with the Maths Coordinator, or any other Senior maths teacher.**
General Science - Semester 1 – compulsory

Aims: Students will continue to enhance the scientific skills and concepts developed in the Middle Years through further study of the key science disciplines. Practical skills such as observation, recording of data, data analysis and problem solving will be addressed. This semester course is compulsory for all Year 10 students in Semester one.

CONTENT OVERVIEW:
Students develop an understanding of some of the fundamentals of Science. Students study atomic structure and theory, basic chemistry including the structure of the periodic table and electron shell configurations. Students also investigate the origins of the Universe and the evolution of life on Earth including the theories of natural selection, speciation and Human evolution. Students will learn practical skills necessary to collect and analyse data from experimental investigations. Students will develop information retrieval and report writing skills, and a broad base of scientific knowledge.

MAJOR ASSESSMENTS:
Assessment Tasks/Activities:
- Atomic Structure (Chemical family album)
  Students conduct research into the groups of the periodic table. They identify relationships between the elements found in the same group and link the position on the periodic table and properties of elements to their atomic structure. Students demonstrate their understanding by creating a photo album scrapbook page for a chosen group. They are assessed on their ability to link properties with atomic structure and the relationship between elements of the same group. The task is completed in the style of a VCE SAC.

- Origins and evolution (Timeline of life on Earth)
  Students undergo research into the origin of the universe beginning 15 billion years ago with the big bang, including events such as the appearance of life on Earth, the Cambrian explosion, the evolution of dinosaurs and the evolution of modern day organisms. During this task students demonstrate their understandings of the mechanisms of evolution and the timeframes involved.

- Create an Adapted animal task
  Students demonstrate their understandings of physiological, structural and behavioural adaptations of animals as a result of natural selection by the creative design of a fictional creature. Students design this creature with specific features of the creature’s habitat in mind in order to design a creature that is perfectly suited to its environment.

  - Homework Tasks
  - End of Semester Exam

LEARNING OUTCOMES:
- Understand and use the Scientific Method
- Gain experience in managing and analyzing data
- Understand the basics of chemistry, biology
- Show increased awareness about the scope of science and its increasing impact on modern life
- Develop laboratory skills, and an understanding of the philosophy of research
- Develop reporting and ITC skills
Links to VCE – Knowledge content to VCE Chemistry and Biology. Skills applicable to all VCE Sciences.
SCIENCE ELECTIVES

Physics (Semester 2)

Aims:
To assist students in preparation for VCE Physics.

CONTENT OVERVIEW:
Students develop an understanding of some of the fundamentals of physics.
Students study motion, components and processes within electrical circuits and are introduced to Astronomy. Students will learn practical skills necessary to collect and analyze data from experimental investigations. Students will develop ideas about the universe that surrounds them and physics’ efforts to describe that universe.

MAJOR ASSESSMENTS:
Assessment Tasks/Activities:
- Investigating motion (Crash tests). Students work in groups and are assessed on their group work and on their individual scientific reports.
- Understanding Forces. Students become familiar with the vectorial and additive nature of forces. They are assessed on their ability to calculate the net effect of forces acting on an object.
- Investigating electrical circuits. Students are assessed on their ability to construct simple circuits and to predict electrical outcomes.
- The physics of Astronomy. Students are introduced to the fundamental principles of astronomy and are assessed on their ability to describe and apply these principles.
- Homework Tasks. Students are assessed on their ability to complete homework tasks to standard and in a timely manner.
- End of Semester Exam. Students are assessed on their semester’s work.

LEARNING OUTCOMES:
Understand and use the Scientific Method
Gain experience in managing and analyzing data
Understand the basics of electrical circuitry
Show increased awareness about the planet we live on and the universe that surrounds it
Develop research skills, as well as creativity in laboratory work
Develop reporting, presentation and ITC skills
Links to Physics Units 1-4.
BioChemistry (Semester 2)

Aims:
To strengthen the background of students intending to undertake Biology or Chemistry in VCE.

CONTENT OVERVIEW:
Students develop an understanding of some of the fundamentals of biochemistry.
Students study organic chemistry, biomolecules (including proteins, DNA, fats and carbohydrates) and genetics and gain experience breeding fruit flies.
Students will learn practical skills necessary to collect and analyze data from experimental investigations. Students will develop an understanding of the chemistry of life and the reasons why we are as we are. This subject is a great prequel to VCE Chemistry and Biology.

MAJOR ASSESSMENTS:
Assessment Tasks/Activities:
- Organic chemistry (Molecular modeling). Students are assessed on their ability to construct simple organic chemicals, such as alkanes, alkenes and alkynes.
- Breeding fruit flies (Practical report). Students work in small groups and are assessed on their group work and on their individual scientific reports.
- Investigating biomolecules (Biomolecular modeling). Students work in small groups and are assessed on their group work and on their ability to construct simple biomolecules chemicals, such as amino acids, fats and nucleosides.
- Mendelian genetics. This activity is coordinated with the fruit fly breeding. It is assessed in their practical report and in the end of semester examination.
- Homework Tasks. Students are assessed on their ability to complete homework tasks to standard and in a timely manner.
- End of Semester Exam. Students are assessed on their semester's work.

LEARNING OUTCOMES:
Understand and use the Scientific Method
Gain experience in managing and analyzing data
Understand the basics of biochemistry and genetics
Show increased awareness about the scope of biochemistry and its increasing impact on modern life
Develop laboratory skills, and an understanding of the philosophy of research
Develop reporting, presentation and ITC skills
Links to VCE Chemistry Units 1-4 and VCE Biology Units 1-4.
Forensic Science (Semester 2)

**Aims:**
To assist students to understand how science technology can be applied in the wider community.

**CONTENT OVERVIEW**
- Students develop an understanding of a number of forensics techniques and their applications
- An understanding of scientific process and its implications in collecting evidence
- Recognise the many jobs involved with Forensic Science
- Develop an understanding of issues surrounding forensic science technologies.

**MAJOR ASSESSMENTS:**
- Crime scene analysis
- Ongoing homework
- Exam

**LEARNING OUTCOMES**
- Engages students who are not normally interested in science.

Psychology (Semester 1)

**Aims:**
To give students an introduction to the science of Psychology and to understand of the workings of the teenage mind. Students will be able to apply an understanding of research principles to a class investigation.

**CONTENT OVERVIEW:**
This course will give students an introduction to the science of Psychology and an understanding of the workings of the teenage mind. Students will develop research skills and knowledge and be able to apply an understanding of research principles to class investigations.

Students will establish key knowledge of the discipline including the different fields of psychology. They will explore the influence of heredity and the environment on our thoughts and actions, particularly in relation to brain development, mental health of adolescents, body image, and the effects of addiction on the teenage brain.

**MAJOR ASSESSMENTS:**
- Essay: nature versus nurture
- Analysis/Personality assessment of a serial killer
- Personality profile of a professional athlete
- Body Image Analysis (surveys on misperception)
- Exam

**LEARNING OUTCOMES:**
The course is an engaging insight into human behavior and appeals to all interest areas. This course helps students understand their interactions with each other and with society and help to develop their own sense of self.

It will help prepare students for VCE Psychology by equipping them with the foundation research skills through the VELs domain, Working Scientifically. Nature versus nurture also forms the backbone of Unit 1 Psychology.
Psychology (Semester 2)
Aims:
To give students an introduction to the science of Psychology and to understand of the workings of the teenage mind. Students will be able to apply an understanding of research principles to a class investigation.

CONTENT OVERVIEW:
This course will give students an introduction to the science of Psychology. The course explores human relationships, Sports Psychology and the darker side of human nature, with a focus on criminal profiling. Ethics and the future of Psychology will also be explored.

MAJOR ASSESSMENTS:
- Written response to discussions about the formula for happiness
- Body language analysis
- ERA’s (Empirical Research Activities)
- Sports Psychology profile on a famous athlete
- Criminal Profiling Assignment
- Exam

LEARNING OUTCOMES:
The course is an engaging insight into human behavior and appeals to all interest areas. This course helps students understand their interactions with each other and with society and help to develop their own sense of self.

It will help prepare students for VCE Psychology by equipping them with the foundation research skills through the VELs domain, Working Scientifically. Nature versus nurture also forms the backbone of Unit 1 Psychology.
Environmental Science

Aims:
To provide students with the opportunity to develop their understanding of the diversity of the ecosystems and the impact of human activities on these systems. The student examines the ways to protect the ecological health of the environment while meeting the needs and desires of the human population.

CONTENT OVERVIEW:
Students develop an understanding of different types of environments and ecosystems in the biosphere. The biosphere and its components are studied in depth through analysis of Biosphere 2. Students study the important components and processes within ecosystems and equip themselves with practical skills necessary to collect and analyse data about the state of various environment. They will develop ideas about maintaining and protecting the environment while still meeting human needs.

MAJOR ASSESSMENTS:
- Assessment Tasks/Activities:
  - Investigating Ecosystems (Creating a biojar)
  - Investigating Natural Disasters
  - Monitoring the biosphere (create mini biosphere)
  - Monitoring Ecosystems
  - Field practical skills, using scientific tools
  - Homework Tasks
  - End of Semester Exam

LEARNING OUTCOMES:
- Understand and use the Scientific Method
- Recognise the many components of ecosystems
- Recognise and be able to describe and discuss components of the biosphere
- Describe the role and importance of energy in ecosystems
- Understand how humans use and influence the environment
- Show increased awareness about ways to maintain and protect our environment
- Develop research skills, as well as practical skills in field and laboratory work
- Develop reporting, presentation and ITC skills.
HUMANITIES ELECTIVES

Humanities – Students should undertake at least 1 unit during the year with the option of extra units over the year.

Geography

This subject covers the VELS domains of Humanities (Geography).

Aims:
To study the implications of human activities and climate change on various environments: natural disasters, ecosystems, the food supply, food trade and access to fresh water.

CONTENT OVERVIEW:
Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.

MAJOR ASSESSMENTS:
Capital cities assignment:
- Students use various techniques learnt throughout the subject to describe a city of their choice. (E.g. Mapping, graphing etc.)

Global Warming assignment:
- Students explain their own carbon footprint and how they can reduce the effects.

Developed or Developing:
- Students do a fact box on a developed and a developing country of their choice. (Asia/Pacific)

LEARNING OUTCOMES:
- Understand their global foot print
- Comprehend where Australia sits in the world
- Greater understanding of the world they live in
- Become greater global citizens
- Provides an introduction to VCE Geography Unit 2.
Legal Studies
This subject covers the VELS domains of Humanities (Economics)

Aims:
To understand the reason for making, following and upholding laws. Students learn who our law makers are and the democratic processes that allow for people to change the law to reflect the current values of our society.

CONTENT OVERVIEW:
Students study the origins of democracy and various other types of government in an historical context. They learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They learn how Australian democracy developed from an autocracy to a modern democracy and the British foundations of Australian democracy.

Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

MAJOR ASSESSMENTS:
- Exam
- Presentations on early Federation founders, presentations on political parties in Australia
- Notebook work on Citizenship and Civic Rights

LEARNING OUTCOMES:
- Teaches real world valuable knowledge about the political process, becoming a political citizen and an informed member of Australia society
- Teaches students how to affect change and where they fit in the political spectrum
- Teaches students about their individual rights and the rights of a group
- Links to VCE Legal Studies and Politics Units 1-4.
Business & Accounting
This subject covers the VELS Domains of Humanities (Economics)

Aims:
To introduce students to the world of finance, enterprise, government and consumerism; to develop life long skills and knowledge needed to be able to make informed decisions about basic spending and financial security; to investigate the management of a small business in Australia.

CONTENT OVERVIEW:
This subject aims to introduce students to the world of Finance, enterprise, government and consumerism as well as assist students in developing life-long skills and knowledge needed to make informed decisions about basic spending and financial security. Added to this students will also investigate aspects of small business management in Australia

MAJOR ASSESSMENTS:
The major areas of study will include -
- Structure and nature of business organisations
- Marketing and Promotion of products and services
- Macro/Micro economics and Australian Society
- Accounting and Bookkeeping.

LEARNING OUTCOMES:
This subject will provide an excellent entry point into VCE Business Management and VCE Accounting and VCE Economics.
HUMANITIES ELECTIVES cont...

Australian History -Semester 1, 1750 – 1918
Australian History -Semester 2, 1918 - Present

This course runs for the whole year and covers the VELS domains of Humanities (History)

**Aims:**
To engage and inform students about Australia’s identity and to analyse how and why we evolved into the nation we are today; to learn about the events, conflicts and characters that are etched in Australian history and to understand what it was like to live in these times; to extend students historical skills, for example analysing different forms of evidence, such as visits to historical sites.

**CONTENT OVERVIEW:**
Students investigate how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonisation of Australia, including the representation of that settlement as invasion.

They learn about the struggles and successes of the Aboriginal and Torres Strait Islander communities to gain political and social rights, and their campaigns for land rights and self-determination.

They learn about European settlement; the development of the colonies; self-government in the colonies; the gold rushes; the development of trade unions; the events leading to Federation; World War I; World War II; post-World War II immigration; the development of multiculturalism; and the Gulf Wars.

Students investigate the contribution of significant Australians such as Lachlan Macquarie, Peter Lalor, Edith Cowan, Sir Howard Florey, Edward (Weary) Dunlop, Captain Reg Saunders, Margaret Tucker and Charles Perkins.

**MAJOR ASSESSMENTS:**
Kokoda: Exploring WWII Campaign in Papua, New Guinea (Examination of primary and secondary resources Interactive Activities)
End of Semester Exam
Presentation of Influential Australians

**LEARNING OUTCOMES:**
Adding variety and providing a well rounded education for our students.
VCE History Units 1-4; Australian History Units 3&4.
History: Conflict and Wars (Semester 1)

Aims:
This subject aims to encourage students to gain knowledge and an appreciation of the challenges, forces and conflicts that have shaped modern history.

CONTENT OVERVIEW:
Students will study major conflicts of the first half of the 20th century, focusing on the impacts of colonisation and the Industrial Revolution in relation to why these conflicts started, what happened, what resulted and what we have learned from the conflicts. Topics such as Hitler’s rise to power and World War II will be explored in depth. The course will explore the causes of conflict, the leaders, how they fought, the technology used and its impact on the wider world.

MAJOR ASSESSMENTS:
Students will engage in series of assessment task including a research project, a written essay, a film response and an end of semester examination.

LEARNING OUTCOMES:
This subject will provide an excellent link into VCE history unit 1-4, particularly units 1 and 2.

History - Conflict and Wars (Semester 2)

Aims:
This subject aims to encourage students to gain knowledge and an appreciation of the challenges, forces and conflicts that have shaped modern history.

CONTENT OVERVIEW:
Students will study major conflicts of the second half of the 20th century, including the political and religious ideologies that started them. Topics such as the Cold War, the relationship between the United States of America and the Soviet Union and modern terrorism will be investigated. Students will develop an understanding of the initiating circumstances, key events and consider the ongoing aftermath and its effects on present day society.

MAJOR ASSESSMENTS:
Students will engage in series of assessment task including a research project, a written essay, a film response and an end of semester examination.

LEARNING OUTCOMES:
This subject will provide an excellent link into VCE history unit 1-4.
Philosophy (Semester 1 & 2)

Aim:
To introduce students to the critical methods of argument and analysis that have been developed by philosophers in response to the central questions of philosophy relevant to life and participation in contemporary society.

CONTENT OVERVIEW:
The course is divided into six units: Introduction to Philosophical Thinking, Ethics, Logic and Argument, Metaphysics, Philosophy of Religion and Cosmogony.
- Introduction to Philosophical Thinking involves an investigation of the ideas of early philosophers and provides an opportunity to develop questioning and debating techniques.
- Ethics: students debate and discuss ethical dilemmas, both historic and current, and analyse the film “Outbreak” or “Gattaca”.
- Logic and Argument presents methodology of argumentation.
- Metaphysics: students explore a range of issues, from the existence of the self to the origin of languages and the idea of a perfect world.
- Philosophy of Religion in Term 3 lets students explore different religions, including Greco-Roman, Nordic, Druidic and Hindu polytheistic beliefs and mythology and the four major monotheistic religions: Judaism, Christianity, Buddhism and Islam.
- Cosmogony in Term 4 introduces students to the Big Bang Theory and its alternatives, the general theory of relativity and the current debate on the existence of multiple/parallel universes.

MAJOR ASSESSMENTS: The Year 10 Philosophy curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the English, Personal Learning and Thinking domains. Assessments include:
- Powerpoint presentation
- Essay
- Reflective Journal
- Examination

ADVANTAGES FOR STUDENTS: Philosophy encourages critical thinking and aims to inspire and challenge the students’ minds. The subject also develops skills which support VCE English, Literature and any other subject that requires critical analysis, logic and lateral thinking.
Students should undertake at least 1 unit of the Arts during the year with the option of extra units over the year.

Art 1 & 2

Aims:
To develop creative solutions to themes and topics. Students will be encouraged to experiment with new art mediums to extend their knowledge and improve their skill level.

CONTENT OVERVIEW:
Students will develop ideas and designs works that meet the criteria for a variety of topics. They will work with different media over the course of each semester, including pencil, charcoal, paints, linocut and a variety of sculpting materials, to create a folio of 2D and 3D works. Artists’ work and art movements are investigated according to various artists exhibiting at the time, as well as a variety of artists from different cultures and art movements.

MAJOR ASSESSMENTS:
A variety of projects are completed throughout each semester, and are often changed slightly so students can reflect and be inspired by artists that are exhibiting at the time.

Major assessments include
- Drawing
- Painting
- Linocut
- Collage
- Sculpture using a variety of materials

Theory assessments include:
- Visual analysis essay
- Exam
- Art elements and Principles booklet
- In class discussions
- Folio

LEARNING OUTCOMES:
Students are able to experiment with a variety of materials in preparation for VCE Art and Studio Art, in order to be more self directed in their working methods and choice of materials. They will gain valuable knowledge in how to build a portfolio using the analytical frameworks used in VCE Art. They will learn how to analyse artworks from different cultures and different art movements, as well as reflect on their own art works and art practices.
Drama

Aims:
To expand student skills and knowledge in the areas of acting methodology, script performance and related theatrical styles. Students will be encouraged to experiment with expressive skills and theatrical conventions to create original performance work.

CONTENT OVERVIEW: Students will explore storytelling through the medium of performance. They will be introduced to various theatrical styles, techniques and terminology via various learning outcomes and activities. They will analyse a theatrical performance to explore ways that professionals manipulate theatrical conventions to create meaning on stage.

MAJOR ASSESSMENTS:
Outcome 1: Style exploration: Greek Theatre – the students will learn about the origins of theatre and will demonstrate their understanding through an ensemble performance. This will be accompanied by documentation of, and a written reflection on, the creative process of realizing character through performance.

Outcome 2: Monologue/duo performance: Students will select a script from a collection and will learn about techniques to approaching a solo/duo performance and developing character. Students will demonstrate their understanding through a performance of their monologue. This will be accompanied by documentation of, and a written reflection on, the creative process.

Outcome 3: Performance analysis: students will attend a performance by professional performers and analyse the various techniques used to create meaning on stage. They will demonstrate their understanding through classroom activities as well as by answering written questions in an exam setting.

LEARNING OUTCOMES:
Students will develop an appreciation for and understanding of the language and techniques used to make meaning in both a theoretical and practical manner. The skills learned in this unit will provide a solid basis for VCE Drama. Additionally, the subject provides many opportunities for students to build literacy, group work and public speaking skills which will be invaluable across many subjects in year 10 and throughout VCE.
Dance

AIMS:
To instruct students in the proper foundations for learning dance, anatomy and choreography.

CONTENT OVERVIEW:
- Students participate in one theory, one technique and one composition class per week
- Theory will explore various dance styles and the cultural influences of each (Hip Hop, Latin, Jive, Contemporary, Ballet), as well as researching a famous choreographer of their choice
- Technique classes explore different styles of dance and students learn the basics of each of the above styles, as well as routines in each – Guest teachers where possible
- Composition classes consist of learning how to create movement and students participate in workshops that explore different methods of choreography

MAJOR ASSESSMENTS:
- Learn and perform routines in each of the above styles
- Create a movement piece that demonstrates their technique in a particular dance style
- Research poster on a chosen dance style, as well as a demonstration/footage of typical movement
- Research PowerPoint on a chosen choreographer, exploring their background, famous works and style

LEARNING OUTCOMES:
- Students are able to experience different styles of dance and understand the cultural background of the styles
- Students develop technique, coordination and flexibility
- Students participate in composition and theory classes, in preparation for the same structure in VCE Dance
- Physical activity for the students
- Participate in guest classes and attend performances in new styles of dance
ARTS ELECTIVES cont…

Studio Arts 1 & 2 (Photography, Ceramics, Glass)

Aims:
This program aims to foster student interest and knowledge of studio art by providing a wide range of experiences in areas including Photography, Glass and Ceramics.

CONTENT OVERVIEW:
Students apply decision making skills to find the most effective way to implement ideas, design, create and make art works derived from a range of stimuli, demonstrating development and personal style. They evaluate, reflect on, refine and justify their work’s content design, development and aesthetic choices. Students realize their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected art elements, principles and/or conventions to create desired aesthetic qualities. They maintain a record of how ideas develop in the creating, making and presenting of their art works.

Students analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of art works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways their own and other’s art works communicate and challenge ideas and meaning. They use appropriate art language in exploring and responding to specific examples.

MAJOR ASSESSMENTS:
- Written visual analysis
- Visual diary documenting all processes
- Process, decision and implementation skills in all visual art mediums
- A body of finished artworks in Photography, Ceramics and Glass
- Time allowing, there may be other projects exploring other art materials
- Examination

LEARNING OUTCOMES:
Students gain valuable understanding of a range of art materials and techniques which will assist them with VCE Studio Arts and VCE Art, where they will need to be more self directed with their choices of materials and techniques. Students learn how to evaluate and analyse artworks from a variety of cultures and times assisting them with the theory component in VCE as well as allowing them a deeper understanding of their own art practices. Students will continue to gain valuable knowledge and experience in using art language as well as preparing a documented folio which will assist them in VCE.
ARTS ELECTIVES cont…

Media

Aims:
Students will investigate the power of the media. They will undertake an exploration of print, electronic and online media products, producing a community services announcement, advertisements and written articles. Students will research and analyse how information is delivered and manipulated in the media.

CONTENT OVERVIEW:
In Semester 1, students will investigate the power of the media. They will undertake an exploration of print, electronic and online media products, producing a community services announcement, advertisements and written articles. Students will research and analyse how information is delivered and manipulated in the media.

In Semester 2, students will view and analyse a number of films and animations reflecting contemporary cultures, taking into account genres, narratives and film techniques. Storyboards will be produced and media sequences explored.

MAJOR ASSESSMENTS:
The Year 10 Media curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the Arts, Personal Learning and Thinking domains.

Semester 1
- Written analyses and reflective journal
- Media production which will include a number of selected tasks related to the production of news services and advertising. This may include the use of video cameras, digital cameras, audio equipment or computer software
- Examination

Semester 2
- Written analyses
- Media production which will include a number of selected practical tasks. These may include the production of a number of short films, storyboards and animations
- Research project on a selected topic related to film
- Examination
- Media production

LEARNING OUTCOMES
Media is a hands-on subject that balances theory with prac. It is relevant to the students’ lives, and is linked to VCE Media Studies, Units 1-4. Media pushes critical evaluation when analyzing media products, and produces excellent student-devised films.
PHYSICAL EDUCATION & HEALTH

All students in Year 10 should study a Physical Education & Health elective for at least ONE semester.

Physical Education & Health Electives are designed to allow students to experience a range of activities in a learning environment which highlights the importance of physical activity and a healthy lifestyle. Students will have the opportunity to improve team strategies, understand coaching methods and training techniques, understand the many benefits of recreational and leisure activities and display appropriate sporting attitudes through a range of sporting activities.

Content:
- Body Type and Image
- Fitness Testing
- Football Sports
- Hydration
- Minor Games
- Table Tennis
- Circuit Training
- Team Strategies
- Zoning
- Thrills & Spills
- Cricket
- Volleyball
- Weight Training
- Gymnastics
- Safe behaviours
- Use of Equipment
- Snorkelling
- Athletics
- Tournament
- Basketball/Netball
- Swimming
- Hockey
- Biathlon
- Lacrosse
- Dance/Aerobics

Health issues pertinent to teenagers such as Body Image, Risk, Values, Skills Analysis, Decision Making, First Aid, Safe Sex, Drugs, Resilience and Smoking will also be covered through classroom based laboratory activities in both electives.

PHYSICAL EDUCATION & HEALTH ELECTIVES

Health and Human Development /General Health

Aims:
To expose students to contemporary Health and Fitness ideas.

CONTENT OVERVIEW:
- Dimensions and definitions of health and human development
- Diet – healthy eating, calories etc
- Digestive system
- Fast Food research
- Benefits of physical activity (1 x physical prac per cycle)
- Body image/eating disorders
- Self-esteem disorders
- Mental Health
- Safe Internet practices

MAJOR ASSESSMENTS:
- Dietary Report
- Fast Food Research and Presentation
- Test – Digestive System
- Film analysis
- Exam

LEARNING OUTCOMES:
- Introduction and exposure to VCE HHD
- Deals with current health issues and problems
Physical Education

Aims:
To provide students with the necessary theoretical and practical skills linked with VCE Physical Education.

CONTENT OVERVIEW:
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement – An introduction to the energy systems.

MAJOR ASSESSMENTS:
Skeletal System:
* Complete skeleton labelling (Naming major bones) test
* Naming stretches (both dynamic and static) test
Muscular System:
* Name major muscles and groups of muscles test
* Write up reflection about how their bodies were feeling during different types of activities during practical
* Practical – Have students take a stretch each for warm-up, they have to talk about the muscle being stretched and what action the associated joint is undertaking
* Practical – Focusing on specific activities for fast and slow twitch fibres
* A written piece explaining the sliding filament theory in detail
Cardiovascular System:
* Creative writing piece – The journey of a red blood cell around the body. Must talk about all the major landmarks they pass/go through on their journey.
* Test on the major functions of the cardiovascular system
Respiratory System:
* Practical – Have students describe acute adaptations they experienced during lesson.
* Test on labelling the respiratory system.
Energy Systems:
* Test on the three energy systems – listing the major differences in each of the three energy systems.
* Practical – Doing activities specifically related to aerobic system

Each student gets a PE / Health Manual which enables them to complete topic revision questions, label diagrams, undertake unit practical laboratories and complete a semester project.

LEARNING OUTCOMES:
This study will encourage students to examine the systems of the human body and how we move. The students will gain knowledge necessary to progress onto VCE PE. Through practical activities they will explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilize each of the pathways which are essential key skills needed in VCE PE.
ADVANCE

ADVANCE (SEMESTER 1 AND 2)
Please note: this elective is a year long course running over Semester 1 and 2

Aims:
The aim of the Year 10 Advance program is to provide students with the opportunity to experience activities that develop leadership, teamwork and cooperative skills, and build self confidence and respect – for oneself and for others.
Students will also learn basic camping and environmental skills.

CONTENT OVERVIEW:
- Level First Aid
- Pool Bronze Medallion
- Theory and practical (at the pool)
- First Aid Theory
- CPR – DRSABCD
- Cathedral Ranges Hike
- Ski Trip
- Grampians Hike
- ADVANCE Pool Life Carnival (interschool)
- Community service work – Yarrabah & City of Kingston

MAJOR ASSESSMENTS:
- Level 1 First Aid Exam (written and practical)
- Pool Bronze Medallion (practical and written)
- Participation in all camps

LEARNING OUTCOMES:
- Gaining qualifications of Pool Bronze Medal and Level 1 First Aid
- Experience of participating in community service work with the City of Kingston and Yarrabah Special School
- Leadership and respect.
TECHNOLOGY ELECTIVES
Technology – Students may elect to take various Technology subjects over the year.

Desktop Publishing (Semester 1)

Aims:
To study the effectiveness of the Internet and how good design features will contribute to the success of a web page.

CONTENT OVERVIEW:
Design, produce and evaluate a range of design activities including:
- Creating your own web page using a variety of web authoring software (Frontpage, Dreamweaver, Flash)
- Layout of a range of marketing and advertising mock-up designs for a new company using a variety of desktop publishing programs
- Analyse the effectiveness of a range of traditional and electronic advertising and marketing methods

MAJOR ASSESSMENTS:
The Year 10 Desktop Publishing curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the Information and Communication Technology, Personal Learning and Thinking domains.

LEARNING OUTCOMES:
Links to VET subjects, Design & Technology and Studio Arts

Software Development (Semester 2)

Aims:
To study the skills involved in programming.

CONTENT OVERVIEW:
A range of programs including Visual Basic, Flash and Gamemaker are used to create simple programs and a variety of games.

The programs and games are displayed via a digital portfolio, created by the students using HTML coding.

MAJOR ASSESSMENTS:
The Year 10 Software Development curriculum is based on the Victorian Essential Learning Standards. Student learning is assessed across the Information and Communication Technology, Personal Learning and Thinking domains.

LEARNING OUTCOMES:
Links to VET subjects, Design & Technology and Studio Arts
General Food

Aims:
The course is designed to develop an understanding of the relationship between food, nutrition and health. Students will gain skills in advanced methods of cooking and serving delicious food.

CONTENT OVERVIEW:
During the semester the students will investigate various practical cooking exercises designed to increase their skills and understanding coinciding with the topics they are covering. Theoretical aspects taught include nutrition, designing quality menus, influences on food intake, food spoilage issues together with appreciating the sensory aspects of many foods. Basic V.C.E. terms will be introduced. Excursions to investigate the range of food products available, the costs and cooking methods are incorporated to further expand the students knowledge.

MAJOR ASSESSMENTS:
1. Students will complete a Design Brief showing how they plan a menu for a family of four people.
2. Supermarket assignment showing influences on food choice.
3. Q&A comprehension exercises.
4. Examination.

LEARNING OUTCOMES:
Students will be well placed to progress with V.C.E. studies in Food Technology, Health and Human Development and Physical Education. Complimenting this readiness they will also have acquired skills to assist them with work placements in Hospitality services, retail food services, knowledge to improve their understanding of lifestyle influences on their health, and practical cooking skills for life time benefit.

Hospitality

CONTENT OVERVIEW:
During the semester the students will investigate various practical cooking exercises designed to increase their skills and understanding coinciding with the topics they are covering. Students research hospitality services in the local area, how services are supplied, staffed, managed etc. Menu outlines incorporating food preferences, allergies, cultural issues and availability are all included. Basic food spoilage and handling rules are covered together with presentation of food and table setting.

MAJOR ASSESSMENTS:
• Ongoing practical assessments where students present their products each week
• Project work covering food spoilage and food handling rules
• Investigate local Hospitality services and then produce a “Design Brief” your own restaurant and menu.
• Market research assignment incorporating excursions to the local supermarket and a major public market (eg Victoria Market)
• Examination

LEARNING OUTCOMES:
Students will be well placed to progress with V.C.E. studies in Food Technology, Health and Human Development and Physical Education. Complimenting this readiness they will also have acquired skills to assist them with work placements in Hospitality services, retail food services, knowledge to improve their understanding of lifestyle influences on their health, and practical cooking skills for life time benefit.
Design & Technology Studies – RESISTANT MATERIALS

Aims:
During this semester students further develop their understanding of the Design Process and its function in society. They gain skills in research and techniques on how to carry it out. Drawing skills are developed to increase their visual communication and presentation skills with an emphasis on planning. Students will also have the opportunity to develop their design skills using Computer Aided Design (CAD) software.

CONTENT OVERVIEW:
The course in each semester is based on the production of:
- A number of practical projects made from a variety of materials including wood, metal and plastics.
- A design portfolio of the students’ journey through the design process.
- A research presentation of a famous designer chosen by the student.
- A number of 3D objects created using CAD software.

Skills:
In the process of creating these items, students investigate the principles of design, the characteristics of different materials, the use of different equipment and safe working practices. Students develop skills related to decision-making, planning, task analysis, and safe use of tools and equipment.

The advantage of the course is that students get a perspective of what it is like to work in the role of a designer/maker. They receive hands-on experience of working with various tools and equipment and gain skills that are transferable to similar occupations. By taking part in this course it gives them an insight into pathways that may be open to them in the future and possible careers.

MAJOR ASSESSMENTS:
- The creation of a product constructed from timber.
- A number of metalwork focused practical tasks.
- A design portfolio of the students’ journey through the design process.
- A research presentation of a famous designer chosen by the student.
- A number of 3D objects created using CAD software.

LEARNING OUTCOMES:
In the process of creating the various products, students develop an understanding of the properties and characteristics of various materials and methods in manipulating these materials. They also develop skills related to decision-making, planning, task analysis, and safe use of tools and equipment.

The advantage of the course is that students get a perspective of what it is like to work in the role of a designer/maker/manufacturer. They receive hands-on experience of working with various tools and equipment and gain skills that are transferable to similar occupations. By taking part in this course it gives them an insight into pathways that maybe open to them in the future and possible careers.
SELECT ENTRY ACCELERATED LEARNING (SEAL)

PATHWAYS FOR YEAR 9 SEAL STUDENTS TO VCE

After three years of study in the SEAL Program, it is anticipated that most students will have successfully completed Year 10 standard English, Maths, Science and SOSE.

For these students, the natural progression will be to undertake VCE Units 1 and 2 in up to three subjects. This will provide a comprehensive course, keeping all options open for the future, and also allow access to the Year 10 elective program.

Although in their 4th year of SEAL students’ choices will begin to diverge, we feel that there are many benefits to keeping the class united for a part of their course.

- Students who have not achieved a satisfactory pass in the Year 9 SEAL subjects will have an opportunity to resit the subject in Year 10.

- The SEAL students will be involved as much as possible in the normal Year 10 course, but will continue to undertake acceleration in English, Maths and Science.

- The Science option is dependent upon timetabling.

- Students must undertake Philosophy as a Middle School (Year 10) subject.

- LOTE is an elective at Year 10, (please note the advantages of LOTE for VCE ENTER score.)

- This program enables the SEAL students to remain with their age peers for most of their schooling at Mordialloc College and also undertake Work Experience.

- The subject choice in the 5th and 6th years of study is according to student interest.

Every effort will be made to cater for individual strengths and weaknesses.
VCE ENGLISH

Accreditation Period 2007 – 2014

Units 1 and 2
The focus of these units is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, analyse and appreciate the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

As a VCE subject, students must satisfactorily address the following outcomes:

Outcome 1:
Reading and Responding - On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a response in a written or oral form.

Outcome 2:
Creating and Presenting – On completion of this unit the student should be able to create and present texts, taking account of audience, purpose and context.

Outcome 3:
Using Language to Persuade - On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Assessment
Students must demonstrate satisfactory achievement in all outcomes specified for the units. The students will complete class work, homework and regular assessment tasks. There is an exam at the end of each unit.
VCE General Mathematics 1 & 2 - Advanced

General Maths 1 & 2 - Advanced

This is a special Year 11 Maths unit that may be taken in addition to Year 11 Math Methods. Traditionally most of the students doing the subject have been Year 10 SEAL students. i.e. It may be done the year before students do Year 11 Methods.

Aims:
It is designed to be useful for students who are good at and interested in maths who are considering taking Year 12 Math Methods or Year 12 Specialist Maths. It is also designed to serve as a prerequisite for students considering doing Year 12 Further Mathematics 3/ 4 in either Year 11 or Year 12.

Skills:
Topics covered include straight line graphs, statistics, quadratics, trigonometry, functions and relations and applied algebra.

Resources:
A CAS calculator (TI-nspire) is required. A Scientific calculator may also be useful. The textbook required is Quest Year 11 Advanced General Mathematics.

Assessment:
Like all VCE Units, Assessment is in the form of School Assessed Coursework exercises (SACs) which in this unit mainly consists of topic tests.

Links to VCE:
This course is a VCE 1/ 2 unit. While serving as useful preparation (in addition to Year 11 Math Methods) for students considering taking Year 12 Math Methods or Year 12 Specialist Maths, it can also serve as a prerequisite for those considering Year 12 Further Mathematics 3/ 4 in either Year 11 or Year 12.
School Based Apprenticeships (SBAT)
These are recognised within the VCE and VCAL. In order to participate, students need to find an employer. The College will assist the student and the employer to make arrangements with a registered training organisation (RTO) and the TAFE which may be in week long blocks during school holidays or term time.

Vocational Education and Training in Schools (VETiS)
The VET in Schools program combines general VCE studies with vocational workplace training. Units completed under VET contribute to the VCE. Successful completion of a VET program within the VCE provides students with –

- A VCE certificate
- A nationally recognised VET certificate issued by a Registered Training Organisation
- Two statements of results are issued by the VCAA detailing VCE units and VET units

Costs:
- Costs are set by TAFE
- Some government funding is available, so parents do not pay full fees.
- Costs range between $1100 and $2500 per year (price before funding)
- Parents are also responsible for materials fees and providing appropriate clothing (ie boots, overalls) for the first day of attendance.
- $250 deposit is required at time of application.

Challenges:
- Students attend TAFE one day (or ½ day) per week
- May need to attend outside school hours
- Need to be organised to catch up on any work they have missed
- Some work placement (up to 80 hours) occurs during the holidays

How to Apply:
- Students and parents discuss VETiS plans with Careers Coordinator in August/September
- Careers Coordinator provides parents with Application and Payment Plan Forms
- Application is submitted upon receipt of the Deposit, Application and Payment Forms
- Places are confirmed by November or December
- Full payment required first week of Term 1, 2013, unless a payment plan organised
- Students offered a place at TAFE must inform the Career Coordinator in writing if they no longer wish to take up the place by the 26th February 2013. You will then get $200 returned as TAFE’s will charge a $50 withdrawal fee. After this date, TAFE’s may charge full fees.

Anyone interested should meet with the Careers Coordinator immediately indicating their interest clearly on their selection form.
VCE VET Programs in 2013

Certificate II in Applied Fashion Design and technology
Certificate II in Automotive Electrical Technology
Certificate II in Automotive (Mechanical)
Certificate II in Building and Construction
Certificate II in Business
Certificate II in Community Services Work
Certificate II in Dance
Certificate III in Engineering Studies
Certificate II in Electrical
Certificate II in Furnishing (Pre-Apprenticeship in Cabinet Making)
Certificate II in Hospitality (Multiskilling)
Certificate II in Information Technology
Certificate IV in Interior Design
Certificate III in Laboratory Skills
Certificate II in Music Industry (Foundation)
Certificate III in Music Industry (Technical Production)
Certificate II in Plumbing
Certificate II in Transport and Logistics
Certificate II in Visual Arts

This is not a complete list for VET programs – for more information, please see the Careers Coordinator.

Please note that the choice of a VET subject is very much aligned with an individual pathway as it will take the place of a VCE sequence. For details regarding Vocational Education and Training [VET] Programs see the Careers/VET Co-ordinator.

VCAL

The Victorian Certificate of Applied Learning (VCAL) is a ‘hands on’ option for students in Years 11 and 12. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, the VCAL focuses on ‘hands on learning’. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship or getting a job after completing Year 12. Students who complete VCAL are not eligible to receive an ATAR and, therefore, VCAL is not usually a direct pathway to university.

Students completing VCAL undertake four compulsory strands at school: literacy, numeracy, personal development skills and work related skills. In addition, they meet a fifth strand, Industry Skills, through the completion of a VET certificate. The model for students completing the VCAL is three days a week at school undertaking coursework, one day at TAFE and one day of structured workplace learning. The VCAL Coordinator and Pathways Coordinator assist students in seeking appropriate employment for the duration of the VCAL program.

Current Year 9 students who may be interested in doing VCAL in Year 11 must demonstrate that VCAL is the right pathway for them. The selection process for VCAL will look at students’ attitude, attendance and work output in Year 10.