Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility
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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 Australian curriculum (AusVELS).

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 the three strands of Discipline Learning, Interdisciplinary Learning and 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 lifelong 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 and Science. 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 VCE Industry and Enterprise Unit 1 as the basis for our compulsory Careers program and this will be undertaken once a week.

To further 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 or VCAL 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, plus VCE Industry and Enterprise Unit 1.

- **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. Unit 1 then 2.
- **Language** – If students choose to do a language it must be done sequentially i.e. Unit 1 then 2.
- **Science** – Students must undertake General Science in the first semester of 2015 and should select any additional Science electives in the second semester. Psychology is offered both semesters.
- **Humanities** – Students should 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.
UNITS OF STUDY cont.

The ADVANCE elective course requires students to commit to the course for both Semester 1 and 2.

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

**Careers** - Students will be having one Industry and Enterprise lesson per week.

**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 each and Drama a $30 Levy, which is due upon confirmation of subject offers.

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 or VCAL with confidence.

At the beginning of each unit, students will receive a timeline of the work requirements and assessment tasks and detailed information as to what must be done to ensure satisfactory completion.

Throughout the year, 12 units will be undertaken by each student. In addition, all students will complete a VCE unit across the whole year in Industry and Enterprise. 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 in addition to VCE Industry and Enterprise Unit 1, which is compulsory for all students.

- 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 2015 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 pressurised 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 ATAR score in Year 12. Students will still undertake five subjects in Year 12 to allow them the opportunity to maximise their ATAR 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 ATAR 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)

These areas are effectively covered by the curriculum content of VCE Industry and Enterprise Unit 1. 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 the impact of labour market changes
- Completion of online career interest inventories
- Year 10 Careers Quest – includes excursions to TAFE and University
- 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 (this is a mandatory aspect of satisfactory completion of this course)
- Tasks and Assessments include – Work Experience Diary, Career Portfolio, Job Application process, OH&S modules & certificates, Industry research
- Students will complete School Assessed coursework tasks under strict supervision
INDUSTRY AND ENTERPRISE

The Department of Education and Early Childhood Development mandates that students in Years 10 to 12 have a Career Action Plan to support the success of transition to further education, training and employment. An important aspect of developing a career pathway is gaining an understanding of work, in particular participation in the compulsory work experience program.

Unit 1 Industry and Enterprise is delivered one period per week across the school year. It is a VCE unit and satisfactory completion will therefore contribute to the student’s VCE program.

**Aims:** To understand, develop and demonstrate work-related skills in order to participate effectively within a local and global setting, develop personal career goals and pathways and use experience from appropriate community and/or work settings to develop their own values in relation to work.

**CONTENT OVERVIEW:**
Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways, and develop techniques that assist them to source suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends as well as current and future work options. After completing work experience, they should be able to explain the entry-level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work-related skills. Finally, students research work-related issues concerned with the basic rights and responsibilities of employers and employees, including OH&S requirements for specific workplaces, the role of unions in the workplace and equal employment opportunity.

**MAJOR ASSESSMENTS:**
Since this is a VCE unit, students are required to complete School Assessed Coursework tasks to a satisfactory level.

- **Area of Study 1:** Building a career pathway – Career Pathways Portfolio and Industry research report
- **Area of Study 2:** Developing work-related skills – Test based on work experience and industry knowledge
- **Area of Study 3:** Workplace effectiveness - Case study on a work-related issue and strategies used to address the issue.

**LEARNING OUTCOMES:**

- Students will gain knowledge of entry requirements into industries they are interested in; this will tailor their Career Action Plan and assist them in selecting an appropriate and individually tailored VCE/VCAL/VETiS course for 2016.
- Students who pursue VCAL will continue Industry and Enterprise Unit 2.
Semester 1- COMPULSORY

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 texts in Semester 1:
• Film as text
• Jasper Jones
• Selected issues in the media, explored through a range of formats
• Complete English Basics 4

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 cont...

Semester 2 - COMPULSORY

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 texts in Semester 2:
- Romeo and Juliet
- Mao’s Last Dancer
- Selected issues in the media, explored through a range of formats
- Complete English Basics 4

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 Literature (Semester 1 and/or 2)

Aims:

As Literature A and B consists of 2 semester-length units that can be studied separately OR a year length study. Each unit involves a study of a range of literary texts and styles.

CONTENT OVERVIEW:

This subject is offered as an introduction to the study of literature. Each unit includes the development of an understanding of literary terms, introduction to a variety of forms and styles of literature from a range of eras, including poetry, short story, novel, play and film. There is a focus on the student establishing the confidence, skills and thought processes involved in developing and articulating both critical and creative responses to texts. Classes involve closely looking at the texts we study and a lot of fun discussion.

MAJOR ASSESSMENTS:

A range of style of tasks includes:
- Reading journal and personal responses to literature
- Passage annotation and close analysis
- Formal text analysis and essays
- Presentations
- Class discussion contributions
- Imaginative/creative response to texts
- Reviewing and analysis of other writers’ critical responses to texts
- Examination
- This subject assists students in the development of close analysis skills of texts, which is strong advantage for text study in English. If pursued, VCE Literature offers students a viable alternative to VCE English if another option is sought

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 knowledge and understanding of a range of forms and genres of literature
MATHEMATICS

Mathematics Semester 1 and 2 – 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 section of the Australian Curriculum.

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 (AusVELS) (Jacaranda) will be the required textbook.

MAJOR ASSESSMENTS: The main methods of assessment are:-
- Chapter Revision Exercises and Assignment work
- 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 College is designed as a broad based subject, covering all the main skills and topics found in 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 to 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.

*For Maths pathways refer to the Flow Diagram on page 46."
FRENCH - LOTE

Language – If students choose to do a language it must be done for the entire year.

AIMS:
To develop communicative skills in French through 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 and friendship, school life and work, future plans about holidays and travel, 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 focuses on literacy in the area of vocabulary development and scaffolding grammar concepts to improve reading comprehension and writing skills; and intonation, specific expressions and cultural gestures in role-plays/oral communication. The program has a broad range of activities to promote and enhance all four macro skills (speaking, reading, writing and listening) involved in language learning.

To increase depth of understanding and raise cultural awareness, each unit of work is also extended with a broad range of practical and extra-curricular activities such as cooking and cultural visits through incursions and excursions. Students are exposed to and have opportunities to participate in events such as poetry and writing competitions, French film festival, French plays, Crepe Day and Cultural Diversity Week, including plans for a future French trip.

MAJOR ASSESSMENTS:
- Regular vocabulary and grammar short tests to review 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 Language competence test (Certificate 1 Level)

LEARNING OUTCOMES:
- Improvement of literacy skills
- Motivation and interest to continue learning French
- Opportunities for more career options in future
General Science - Semester 1 – COMPULSORY

Aims: Students will continue to enhance the scientific skills and concepts developed in the Middle Years through further study in the key science disciplines of Chemistry, Biology and Physics. Practical skills such as observation, recording of data, data analysis and problem solving will be addressed, as well as the importance of collaboration in science.

CONTENT OVERVIEW:
In Term One the structure of the atom and properties of elements will be investigated to form understanding of the patterns in the Periodic Table. Practical work involving different types of chemical reactions will be undertaken. By doing this, students will learn about the range of products that can be produced and factors that can influence the rate of reactions.

During Term Two students will investigate the universe and how its key features, including galaxies, stars and solar systems and the Big Bang theory, can be used to explain the origin of the universe. Following that, the theory of evolution by natural selection, how it explains the diversity of living things and is supported by a range of scientific evidence will be examined.

Throughout the semester students will use knowledge of scientific concepts to draw conclusions that are consistent with evidence. They will be asked to analyse how the models and theories they have learnt about have developed over time and discuss the factors that have prompted their review.

Students will further develop practical skills so that they can independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.

MAJOR ASSESSMENTS:
Assessment Tasks/Activities:
- Atomic Structure (Chemical family album)
  Students conduct research into one of the groups of the periodic table. They identify relationships between the elements found in the 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 undertake 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 understanding of the mechanisms of evolution and the timeframes involved.
- Student designed experiment
- Homework tasks
- Mini tests and Semester Exam

LEARNING OUTCOMES:
- Understand and use the Scientific Method
- Gain experience in managing and analysing data
- Understand the basics of chemistry, biology and physics
- 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 ICT skills
- Links to VCE – Knowledge content to VCE Chemistry, Physics and Biology. Skills applicable to all VCE Sciences
Psychology (Semester 1)
Aims:
To give students an introduction to the science of Psychology and to understand 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 behaviour and appeals to all interest areas. This course helps students understand their interactions with each other and with society and helps 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 AusVELS 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 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 behaviour 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 AusVELS domain, Working Scientifically. Nature versus nurture also forms the backbone of Unit 1 Psychology.
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 analyse 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 modelling). 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 modelling). 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 analysing 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 ICT skills
- Links to VCE Chemistry Units 1-4 and VCE Biology Units 1-4
Environmental Science (Semester 2)

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 ICT skills
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
Engage students through an alternative form of science by using real world settings/environments to:
- Explain the role of DNA and genes in cell division and genetic inheritance
- Predict how future applications of science and technology may affect people’s lives
- Develop questions and hypotheses that can be investigated using a range of inquiry skills
- Construct evidence-based arguments whilst using appropriate scientific language to communicate their findings and ideas
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 analyse 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 analysing 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 ICT skills
- Links to Physics Units 1-4
HUMANITIES ELECTIVES

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

Business & Accounting (Semester 1)

This subject covers the AusVELS 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 small business management. As part of the course students will look at why businesses begin, what is involved in starting a business as well as the different stakeholders and environments that businesses operate in. They will look at both the financial recording keeping as well as the management of the rest of the business.

MAJOR ASSESSMENTS:
The major areas of study will include -
- Creating a Business Plan for the class run business
- Folio of Accounting records and reports

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

Business & Accounting (Semester 2)

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 a range of different aspects of the business world. They will look at various forms of investments from simply having money in the bank to buying shares on the share market. They will look at how the government impacts on the economy from changing taxes to funding infrastructure.

MAJOR ASSESSMENTS:
- Segment of a class TV show
- Topic Tests
- Results on the Share Market game

LEARNING OUTCOMES:
This subject will provide an excellent entry point into VCE Business Management and VCE Accounting.
Legal Studies (Semester 1)
This subject covers the AusVELS domains of Humanities (Civics and Citizenship)

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. Students also evaluate the court process and the punishments used in sentencing.

SEMESTER 1 CONTENT OVERVIEW:
Students learn why we have laws. They learn the difference between rules and laws and about key features of Australian democracy. They learn about the two houses of the Australian parliament and 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. Students discern between criminal and civil law. Students learn about Australia’s democracy from Federation. They examine key aspects of a democracy. Students study the development of the constitution and study issues such as the republican debate, inclusion of the bill of rights in the Australian constitution. Students study specific cases such as the Mabo and the Franklin Dam incident.

Students explain the roles and responsibilities of courts at state and federal levels and evaluate a change in the law. Students also investigate the different types of punishments courts use including a depth study on the role of prison and their effectiveness. Students then evaluate the death penalty as a sanction by undertaking a film review.

MAJOR ASSESSMENTS:
- Should Australia be a republic essay
- Death penalty report
- Work book organisation
- Research report on a current political issue or a recent change in the law
- Exam

LEARNING OUTCOMES:
- Teach students real world valuable knowledge about the political process, becoming a political citizen and informed members of Australian society
- To teach students about their individual rights and responsibilities in a democracy
- Links to VCE Legal Studies and Politics Units 1-4
Geography (Semester 2)

Aims:
Students develop skills to evaluate the factors contributing to issues such as poverty and identify strategies to manage them.

Students are made aware of the global disparity in standard of living. Upon completing this course, students can explain and predict why poverty occurs in various parts of the world and can identify and hypothesise on ways to alleviate it.

CONTENT OVERVIEW:
Students identify and describe global patterns of development and create policies that encourage sustainability and resource management.

Students examine global patterns of development using classifications used by the United Nations. Students identify and evaluate non-Government and other organisations and evaluate their effectiveness at global, national, regional and local scales. Students study the social and economic consequences of development in rapidly growing cities and rural depopulation.

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 National Happiness Assignment: Students design their own scale that measures wellbeing, and demonstrate the link between poverty and personal relationships
- Developed or Developing: students do a fact box on a developed and a developing country of their choice as well as environmental issue investigation and action plan for its solution
- Students develop a policy for management of a local or global issue

LEARNING OUTCOMES:
- Students enter the global conversation on poverty with informed and prescriptive solutions
- Provides an introduction to VCE Geography
HUMANITIES ELECTIVES cont…

20th Century History

Semester 1 The inter-war years 1918 - 1945
Semester 2 Change in the Modern World 1945 - Present

This course covers the AusVELS 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. Students learn about the events, conflicts and characters from history, to understand what it was like to live in these times and to understand why people made the decisions that led to the events we now study today. History aims to extend students’ historical skills of evidence analysis and building their own opinions based on a variety of different opinions and historical arguments.

CONTENT OVERVIEW SEMESTER 1:
Students study the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression. Students then investigate in depth the rise of the NAZI party under Adolf Hitler and how this led to World War Two in Europe. Students also investigate the role Australia played in this world conflict.

MAJOR ASSESSMENTS:
• Examination of primary and secondary resources interactive activities
• Folio of weekly questions
• Research project
• End of Semester Exam

CONTENT OVERVIEW SEMESTER 2:
Students investigate the consequences of World War II and how this war shaped the modern world. Students research how Australian society has been affected by other significant global events and changes in this period, for example the Cold War, the Vietnam War as well as the civil rights and social changes that developed through the 1960’s.

MAJOR ASSESSMENTS:
• Folio of weekly questions
• Research project of their choice
• End of Semester Exam

LEARNING OUTCOMES:
Students learn the key skills of research, analysis and presenting critical arguments based on evidence.
Introduction to VCE History Units 1 & 2 20th Century History
Drama

Levy of $30 per semester

The following courses are one semester long. Both courses explore different areas of Drama to enable students to study one or both of the subjects in a year.

ALL THE WORLD’S A STAGE Semester 1

AIMS:
This course aims to expand student skills and knowledge in the areas of acting methodology, script performance and related theatre practitioners. Theatre design techniques for specific scripts will also be covered.

CONTENT OVERVIEW:
Students will learn about famous theatre practitioners and incorporate their various methods into scripted performances. After analysing the themes, characters, directing and set possibilities for a variety of scripts students will perform in front of an audience. Methods of reviewing live performances for different audiences will be covered and demonstrated in the submission of a theatre review.

LEARNING OUTCOMES:
Students will be assessed on both the practical and theoretical aspects of this subject. Various performances in the Scripted Scene unit will be graded as will the submission of a detailed Actors Workbook. Theoretical work will include a design assignment, research on a selected theatre practitioner, a play review and the submission of a reflective journal.

LINKS WITH VCE-This course focuses on skills directly related to VCE Drama.

SCRIPTWORK Semester 2

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.

Playwriting and performance: Students will explore playmaking and playwriting techniques using true stories as a starting point. This will culminate in performances of developed work.

Script performance: Students will select a script from a collection and will learn about techniques to approaching a script and developing character. Students will demonstrate their understanding through performances and a written reflection.

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.
Media

**Levy of $50 per semester**

**Aims**
In Year 10 Media, the aim is to get creative. Classes are a combination of theory and practice, with students gaining knowledge in film and design. They will work collaboratively and autonomously, producing films, manipulating photographs, writing advertisements and written pieces. Students will understand the power of the media, and the power of technology in driving ideas.

**Semester 1**
**Content Overview**
Students will explore all the facets of film, and make their own short films. They will be introduced to production and story elements, and undertake a genre study which will include analysis of a hybrid film. Students will learn how to write for the screen, storyboard and schedule film shoots.

**Major Assessments**
The Year 10 Media curriculum is based on the AusVELS. Student learning is assessed across the Arts, Personal Learning and Thinking Domains and include:
- Genre research
- Genre film, including Statement of Evaluation
- Media production which will include a number of tasks related to pre and post production stages. They may include the use of video cameras, digital cameras and computer software
- Examination

**Semester 2**
**Content Overview**
Students will be introduced to Photoshop and develop a portfolio. They will learn the basics to manipulate and alter images, but also advanced techniques such as blending, layer masks, inverting and removing backgrounds. Once a week students will attend a film class, where they will analyse and then create.

**Major Assessments**
The Year 10 Media curriculum is based on the AusVELS. Student learning is assessed across the Arts, Personal Learning and Thinking Domains and include:
- Photoshop portfolio, including Statements of Evaluation for each piece
- Media production which will include a number of tasks related to pre and post production stages. They may include the use of video cameras, digital cameras and computer software
- Examination

**Learning Outcomes**
Media is a hands-on subject that balances creating and making with exploring and responding. It is relevant to the students’ lives and is linked to VCE Media Studies, Units 1-4. Media focuses on critical evaluation when analysing media products, and produces excellent student-devised films.
Music

MUSIC X
This subject covers the AusVELS Domain of Music (The Arts).

AIMS:
Throughout ‘Music X’, students will work to develop a personal style as they perform, improvise and compose instrumental works with imaginative and perceptive approaches.

CONTENT OVERVIEW:
Students will learn how to arrange and interpret music in ways that demonstrate an understanding of the structure of the work and the unique sound qualities of the chosen medium and style.

Throughout ‘Music X’, students will have the opportunity to apply knowledge of music technologies when composing and interpreting works. They will prepare and edit graphic, conventional and computer-generated scores of their works attending to the detail of the score (phrasing, accents and dynamic features).

Students will gain a deeper understanding of music theory, enhancing their ability to compose, create and produce pieces of music that may reflect emotions, thoughts or images. Students will learn how to vary their works to suit particular audiences, purposes and styles.

MAJOR ASSESSMENTS:
- Notebook work: students are required to maintain a record of the processes they use when interpreting and creating music works
- Exam: Theory of music component (1 unit test per term)
- Composition: Students will use a combination of conventional scores and computer generated scores to produce 2 major works
- Performance assessment: Students will be required to analyse a chosen song, explore and express performance practices and perform to an audience

LEARNING OUTCOMES:
- Students will learn how to create and perform music on a chosen instrument and how this instrument can be used as a universal communication tool
- Students learn the many ways and skills required to follow a career path in music performance, production and or composition
- Students develop skills in problem solving, abstract reasoning, visualisation, and spatial relationships
- To provide students with a solid foundation of knowledge to then move on to complete VCE Music
ARTS ELECTIVES cont…

Studio Arts
Levy of $50 per semester
Semester 1
Aims:
To develop creative solutions to selected themes and topics. Students will be encouraged to experiment with new mediums to extend their knowledge and improve their skill level. They will be introduced to Art theory topics and further their understanding of the elements and principles of art.

CONTENT OVERVIEW:
Students will develop ideas and design works that meet the criteria for a variety of topics. They will work with different media over the course of the semester, including pencil, charcoal, paints, linocut and a variety of sculpting materials to create a folio that includes 2D and 3D works. Students learn to analyse artworks while investigating a variety of art movements and artists from different cultures and times in history.

MAJOR ASSESSMENTS:
A variety of projects are completed over the course of the semester. They are often changed slightly so students can reflect on and be inspired by artists who are exhibiting in Melbourne at the time.

Major Assessments include:
- Drawing
- Linocut
- Painting
- Sculpture
- Folio

Theory Assessments:
- Visual analysis
  - essay
- Folio
- Exam
- In class discussions

LEARNING OUTCOMES:
In Semester One, students will complete several tasks covering different themes and materials to better prepare them for VCE Studio Arts where they will need to be more self-directed in their working methods and choice of materials.

They will learn how to analyse artworks and reflect on their own art works and practices, using art language.
Studio Arts
_Levy of $50 per semester_  
_Semester 2_

**Aims:**
Students will be encouraged to experiment with new mediums to extend their knowledge and improve their skill level. By the end of the semester, students will be using their imagination to come up with ideas and topics for their own art projects. They will be researching artists and art movements as inspiration as well as using art language to annotate their experiments in their folio.

**CONTENT OVERVIEW:**
Students will develop ideas and design works that meet the criteria for a variety of topics. After experimenting with a variety of materials, students will then be able to come up with their own ideas for art projects. Students will learn to analyse artworks while investigating a variety of art movements and artists from different cultures and times in history. They will then learn how to analyse their own art works and discuss their art making processes using art language.

**MAJOR ASSESSMENTS:**
Varieties of projects are completed over the course of the semester, and are often changed slightly so students can reflect on and be inspired by artists who are exhibiting in Melbourne at the time.

<table>
<thead>
<tr>
<th>Major Assessments include</th>
<th>Theory Assessments include:</th>
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<tbody>
<tr>
<td>- Experimenting with a wide range of materials and creating a body of work based on student selected materials and techniques</td>
<td>- Visual analysis essay</td>
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<td>- Folio</td>
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<td>- Exam</td>
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<td>- In class discussions</td>
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**LEARNING OUTCOMES:**
Students will experiment with a wide range of materials and explore a variety of techniques throughout the semester. They will begin exploring their own topics and explore artists of inspiration. Students will reflect heavily on their trials as well as finished pieces while compiling a folio to accompany their finished art works.

This will prepare students for VCE Studio Arts where they will need to be more self-directed in their working methods and choice of materials.
Visual Communication  
**Levy of $50 per semester**  
**Semester 1**

**Aims:**  
This study enables students to:
- Develop and apply drawing skills using a range of techniques to make their design thinking visible  
- Develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes  
- Apply a design process to create visual communications  
- Understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language  
- Understand how historical, social, and cultural factors influence visual communications

**Content:**  
This semester is based on the production of:
- A number of practical projects using a variety of techniques and materials which may include posters, video game artwork, logos, advertisements and CD covers  
- A Visual Diary containing evidence of the students’ planning and journey through the design process  
- A research presentation of a social and cultural influence of visual communication  
- A number of finished artworks and objects

**Skills:**  
In the process of creating these items, students will develop skills in technical drawing such as one and two point perspective, isometric drawing and pencil rendering. They will also investigate the elements and principles of design, the characteristics of different materials and be introduced to programs such as Photoshop and Illustrator. Students also develop skills related to decision-making, planning and task analysis while working through a design brief.

**Assessment:** The Year 10 Visual Communication curriculum is based on the AusVELS. Student learning is assessed across the Arts, Personal Learning and Thinking domains. Student learning is assessed by the production of the various tasks listed and an end of semester exam

**Links with VCE and pathways:**  
VCE Visual Communications Units 1-4. Also beneficial for other folio based subjects such as VCE Studio Arts, Media and Design Technology.
ARTS ELECTIVES cont…

Visual Communication

Levy of $50 per semester

Semester 2

Aims:
During this semester students further develop their understanding of the Design Process and its function in society. The design process provides a structure to organise design thinking with a focus on aesthetics and functionality, as well as social, environmental and contemporary factors. Students will have the opportunity to improve their design skills using a range of software and ICT. They will develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas through visual communications.

Content:
This semester is based on the production of:

- A number of practical projects using a variety of techniques and materials which may include posters, product designs, packaging, cartooning, business cards and advertisements
- A Visual Diary containing evidence of the students’ planning and journey through the design process
- A written visual analysis of the design elements, principals, audience and the social and cultural influence of visual communication
- A number of finished artworks and objects

Skills:
In the process of creating these items, students develop their manual drawing skills, investigate the elements and principles of design, the characteristics of different materials, techniques and programs such as Photoshop and Illustrator. Students also develop skills related to decision-making, planning and task analysis.

Assessment: The Year 10 Visual Communication curriculum is based on the AusVELS. Student learning is assessed across the Arts, Personal Learning and Thinking domains. Student learning is assessed by the production of the various tasks listed and an end of semester exam.

Links with VCE and pathways:
VCE Visual Communications Units 1-4. Also beneficial for other folio based subjects such as VCE Studio Arts, Media and Design Technology.

Note: this subject can be taken in both semesters. There are some fundamental concepts that are revisited, but the projects are different.
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, learn coaching methods and training techniques, learn the many benefits of recreational and leisure activities and display appropriate sporting attitudes through a range of sporting activities.

**Content:**

<table>
<thead>
<tr>
<th>Body Type and Image</th>
<th>Team Strategies</th>
<th>Safe Behaviours</th>
<th>Posture and Exercise</th>
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<tr>
<td>Fitness Testing</td>
<td>Zoning</td>
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<td>Hydration</td>
<td>Cricket</td>
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<td>Minor Games</td>
<td>Volleyball</td>
<td>Tournament</td>
<td>Lacrosse</td>
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<td>Table Tennis</td>
<td>Weight Training</td>
<td>Basketball/Netball</td>
<td>Dance/Aerobics</td>
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<td>Circuit Training</td>
<td>Gymnastics</td>
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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.
Health and Human Development (Semester 1)

Aims:
Students are able to define and understand what the terms 'health' and 'development' mean. Students learn to differentiate between the components of health and development and they explore their interrelationship. This semester, students focus on areas involving diet and nutrition and explore the digestive system. Students will learn about mental health with a focus on eating disorders. Students will have one lesson per week as a physical activity lesson.

CONTENT OVERVIEW
- Introduction to health and development
- Diet and nutrition across the lifespan
- Dietary and community health issues
- The effects of fast food
- The digestive system
- Mental health versus mental illness
- Body image
- Mental health – Eating disorders
- Mental health – Bullying
- Physical activity – range of different sports throughout the term

MAJOR ASSESSMENTS:
- Dietary report
- Fast food research and presentation
- Test – digestive system
- Film analysis
- Exam
- Physical activity participation

LEARNING OUTCOMES:
- Introduction and exposure to VCE HHD
- Explore current health issues
- Learn to read various forms of data including graphs and statistics
- Acquire knowledge to live a healthier life
- Use creativity to display knowledge
Health and Human Development (Semester 2)

Aims:
Students are able to define and understand what the term ‘health’ and ‘development’ mean. This semester, students understand health using a variety of different graphs and statistics. Students will focus on the health and development of Indigenous Australians as a minority group. Students will focus on exploring identity and the idea of a healthy relationship. For physical health we will focus on the cardiovascular system this semester and will have one practical lesson per week.

CONTENT OVERVIEW

- Introduction to health and development
- Health status of Australians
- Health issues of Indigenous Australians
- Positive and negative risk taking
- Promote and protect young Australians from health issues
- Explore identity
- Different types of relationships
- Alcohol and responsible drinking
- The cardiovascular system

MAJOR ASSESSMENTS:

- Brochure
- Report and advertisement creation
- Test on graphs
- Film analysis
- Exam
- Physical activity participation

LEARNING OUTCOMES:

- Introduction and exposure to VCE HHD
- Explore current health issues
- Learn to read various forms of data including graphs and statistics
- Acquire knowledge to live a healthier life
- Use creativity to display knowledge
Physical Education (Semester 1)

Aim:
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 utilise each of the pathways which are essential key skills needed in VCE PE.
Physical Education (Semester 2)

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

CONTENT OVERVIEW:
The course is comprised of 50% practical work and 50% theory classes.

On completion of this unit the student will be able to design fitness programs for specific requirements and to train specific fitness components. Students will undertake different training sessions run by both the teacher and health industry professionals, to help consolidate their knowledge of different training methods.

Nutrition specifically focussed on sports nutrition for recovery and both active and passive recovery techniques will be covered.

MAJOR ASSESSMENTS:

Health related fitness components
- Class quiz
- End of topic test
- Exam

Skill related fitness components
- Class quiz
- End of topic test
- Exam

Training principles
- Test
- Exam

Training methods
- Practical application during prac classes
- Write up of exercise program
- Exam

Recovery techniques
- Write up of exercise program
- Practical application during prac classes
- Exam

Sports nutrition
- Diet plan write up
- Exam

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

LEARNING OUTCOMES:
This study will help prepare students for VCE PE by exploring the different range of fitness training methods which each target different fitness components. Students will also look into how what we eat is used by the body to create energy as well as, how what we eat influences the recovery of our body after intense exercise.
Advance (Semester 1 and 2)

Levy of $450 for the year

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 AusVELS. Student learning is assessed across the Information and Communication Technology, Personal Learning and Thinking domains.

LEARNING OUTCOMES:
Help prepare students for VETiS IT, VCE Business Management or VCE IT by teaching them Microsoft Suite and how it is applied in small business.

Software Development (Semester 2)

Aims:
To study the skills involved in programming.

CONTENT OVERVIEW:
A range of programs including Visual Basic, Flash and Gamemake 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 AusVELS. Student learning is assessed across the Information and Communication Technology, Personal Learning and Thinking domains.

LEARNING OUTCOMES:
Help prepare students for VETiS IT or VCE IT by teaching them planning methods and basic coding.
General Food (Semester 1)

Levy of $50 per semester

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, linked with the topics they are covering. Theoretical aspects taught include nutrition, designing quality menus, influences on food intake, and food spoilage issues together with appreciating the sensory aspects of many foods. Basic VCE 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:
- Students will complete a Design Brief showing how they plan a menu for a family of four people
- Supermarket assignment showing influences on food choice
- Q&A comprehension exercises
- Examination

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

Hospitality (Semester 2)

Levy of $50 per semester

CONTENT OVERVIEW:
During the semester the students will investigate various practical cooking exercises designed to increase their skills and understanding linked 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” for your own restaurant and menu
- Examination

LEARNING OUTCOMES:
Students will be well placed to progress with VCE studies in Food Technology, Health and Human Development and Physical Education. Complementing this readiness they will also have acquired skills to assist them with work placements in Hospitality services and retail food services. They will have gained knowledge to improve their understanding of lifestyle influences on their health and practical cooking skills for life long benefit.
Product Design Technology
Semester 1 - Levy of $50 per semester
Aims:
During this semester students further develop their understanding of the design process and its function in society. They gain skills in research techniques and learn how to apply it. 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:
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 student’s 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.

Assessment: The Year 10 Design and Technology Studies – Resistant Materials curriculum is based on the AusVELS. Student learning is assessed by the production of the various tasks listed and an end of semester exam.

Semester 2 - Levy of $50 per semester
Aims:
During this semester students further develop their understanding of the Design Process and its function in society. A focus on sustainability and ergonomics is included in this unit. Students will also have the opportunity to develop their design skills using Computer Aided Design (CAD) software.

Content:
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 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.

Assessment: The Year 10 Design and Technology Studies – Resistant Materials curriculum is based on the AusVELS. Student learning is assessed by the production of the various tasks listed and an end of semester exam.

Links with VCE and pathways:
VCE Product Design & Technology - Units 1-4.
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.

Note: This subject can be taken in both semesters. There are some fundamental concepts that are revisited, but the projects are different.
PATHWAYS FOR YEAR 9 SEAL STUDENTS TO VCE

Levy of $100 for the year

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 Humanities.

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 fourth year of SEAL student 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 retake the subject in Year 10
- The SEAL students will be involved as much as possible in the normal Year 10 electives, but will continue to undertake acceleration in English, Maths and an additional VCE Unit.
- The VCE option is dependent upon timetabling
- LOTE is an elective at Year 10 (please note the advantages of LOTE for VCE ATAR 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 and VCE Industry and Enterprise Unit 1
- The subject choice in the fifth and sixth years of study is according to student interest

Every effort will be made to cater for individual strengths and weaknesses.
VCE Literature Units 1 and 2

Literature aims to foster enjoyment in reading a range of literary styles and forms, including novels, poetry, plays, short stories and film study. Group discussion is a significant feature of the subject; through discussion, as well as through writing, we can delve deeply, question and explore the texts we study, continually developing our skills and shaping our responses to literature. Assessment tasks include formal essays, passage analysis, creative response, oral presentation, reading journal and exam. There are excursions to view films during the year as well as others as relevant to the course.

Structure
The study is made up of two units:

Unit 1
1. Readers and their Responses:
   Students work on developing a more informed response to texts, by becoming more familiar with literary techniques used in writing and how language works to create an effect. They make connections between characters, settings and events.
2. Ideas and concerns in texts:
   Students look at the ways texts reflect and reveal elements of human experience and society. We continue to expand and develop our understanding of how language and literary techniques are used to create an experience for the reader.
3. Interpreting non-print texts:
   We examine a film as text, analysing how its construction and use of symbols, filmic devices and representations of characters and ideas all work together to engage and position the viewer.

Unit 2
1. The text, the reader and their contexts:
   This area of study closely examines the social and cultural context of literature, looking at a text from a past era. We continue to develop our specialist skills in analysis and exploration of characterisation, language and ideas.
2. Comparing texts:
   We focus on the ways two or more texts (or different parts of the same text) relate to each other. We look at how texts are constructed, and how the central concerns and ideas of texts are conveyed to the reader.
VCE General Mathematics

General Maths 1 and 2

Aims:
It is designed to serve as a prerequisite for students considering doing Year 12 Further Mathematics 3/ 4 in either Year 11 or Year 12. It can also serve as a stepping stone to Year 11 Math Methods leading onto Year 12 Math Methods combined with Specialist Maths.

Skills:
Topics include univariate statistics, basic algebra and equation solving, straight line graphs, length and perimeter calculations and financial arithmetic, along with area calculations, trigonometry, bivariate statistics volume calculations and matrices.

Resources:
A Scientific calculator. A CAS calculator (TI-nspire) is necessary if continuing into Unit 1/2 Methods or Unit 3/4 Further.

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. It serves as useful preparation for students considering taking Year 11 Math Methods or Year 12 Further Mathematics 3/ 4.

General Maths 1 and 2 – Advanced

Aims:
It is designed to be useful for students who are good at and interested in maths who are considering taking Year 11 Math Methods leading onto Year 12 Math Methods combined with 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:
Include surds, area and volume, geometry, linear functions, algebra, financial arithmetic, trigonometry, index laws, quadratics and matrices.

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. It serves as useful preparation for students considering taking Year 11 Math Methods or Year 12 Further Mathematics 3/ 4.
School Based Apprenticeships (SBAT)
These are recognised within the VCE and VCAL programs. In order to participate, students need to find an employer. Organising a SBAT can take several weeks and is administered by an apprenticeship centre, nominated by the employer. The Pathways Coordinator can assist the student and the employer with selecting an apprenticeship centre and a suitable registered training organisation (RTO). Students usually do a Certificate III level apprenticeship course at a TAFE which may be in week long blocks during school holidays or one day per week during the term.

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 and VCAL. 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
- A study score or a 10 per cent increment that contributes points towards an ATAR

Costs:
- Costs are set by TAFE
- Some government funding is available, so parents do not pay full fees
- Costs range from $500 to $1800 per year after government funding is applied
- Parents are also responsible for materials, fees and providing appropriate clothing (i.e. boots, overalls) for the first day of attendance
- $250 deposit is required at time of application
- A further $250 is required by December 12th, 2014 to confirm acceptance of place in course
- Full and final payment is required in Term 1 by Friday 27th February, 2015
- Once enrolled, Year 10 students need to inform the Director of Senior School which elective unit they will discontinue at school

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
- Must attend school in the morning if TAFE is in the afternoon

How to Apply and Enrol:
- Students and parents discuss VETiS plans with Careers Coordinator in August/September
- Pathways Coordinator provides parents with Application and Payment Forms
- Application is submitted upon receipt of the Deposit, Application and Payment Forms
- Places are usually confirmed by late November / early December.
- A further $250 is required by December 12th, 2014 to confirm acceptance of place in course.
- Students may need to attend enrolment events at the institution to complete enrolment.
- Full and final payment is required in Term 1 by Friday 27th February, 2015

Students offered a place at TAFE must inform the Pathway Coordinator in writing if they wish to withdraw by the 27th February 2015. All money paid will be refunded, less a $50 withdrawal fee charged by the TAFE. After this date, TAFEs may charge full fees.

Students whose VET fees have not been paid, may be required to enrol in a VCE course.

Anyone interested should meet with the Pathways Coordinator immediately indicating their interest clearly on their selection form.
VCE VET Programs in 2014

Certificate II in Applied Fashion Technology and Design
Certificate II in Automotive (Mechanical)
Certificate II in Building and Construction
Certificate II in Business Administration
Certificate II in Community Services (Children’s Services)
Certificate II in Dance
Certificate III in Engineering Studies
Certificate II in Electrical –(Career Start)
Certificate II in Furnishing (Pre-Apprenticeship in Cabinet Making)
Certificate II in Hairdressing
Certificate II in Hospitality (Multiskilling) or (Kitchen Operations)
Certificate II in Information, Digital Media and Technology
Certificate IV in Interior Design
Certificate III in Media
Certificate III in Laboratory Skills
Certificate III in Music Industry (Technical Production)
Certificate II in Plumbing
Certificate II/III in Sport and Recreation
Certificate II in Tourism
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 Pathways/VET Coordinator.

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 student attitude, attendance and work output in Year 10.
Pathways cont.

Performing Arts

Year 10 -> Year 11 -> Year 12

10 Music

10 Drama -> Drama 1/2 -> Drama 3/4

Science

Year 10 -> Year 11 -> Year 12

10 General Science Sem 1

10 Psychology

10 Physics

10 Biochemistry

10 Forensic Science

Psychology 1/2 -> Psychology 3/4

Physics 1/2 -> Physics 3/4

Chemistry 1/2 -> Chemistry 3/4

Biology 1/2 -> Biology 3/4 3/4