Mordialloc College staff and students share and proudly demonstrate our agreed values - Personal Best, Integrity, Respect and Responsibility.
Contents

YEAR 10 PROGRAM ........................................................................................................... 5
COURSE REQUIREMENTS FOR YEAR 10 ...................................................................... 5
  UNITS OF STUDY ......................................................................................................... 5
MATERIALS AND SERVICES CONTRIBUTION ......................................................... 6
ASSESSMENT .................................................................................................................. 6
UNDERTAKING A VCE SUBJECT IN YEAR 10 ............................................................. 7
CAREERS ....................................................................................................................... 7
INDUSTRY AND ENTERPRISE ..................................................................................... 8
ENGLISH ....................................................................................................................... 9
ENGLISH ELECTIVES .................................................................................................. 11
  English Literature (Semester 1 and/or 2) ................................................................... 11
MATHEMATICS ............................................................................................................. 12
FRENCH - LOTE .......................................................................................................... 14
SCIENCE ....................................................................................................................... 15
  General Science - Semester 1 – COMPULSORY ....................................................... 15
SCIENCE ELECTIVES .................................................................................................. 16
  Psychology (Semester 1) ............................................................................................ 16
  Psychology (Semester 2) ............................................................................................ 16
  Biochemistry (Semester 2) ........................................................................................ 17
  Environmental Science (Semester 2) ........................................................................ 18
  Forensic Science (Semester 2) .................................................................................. 19
  Physics (Semester 2) .................................................................................................. 20
HUMANITIES ELECTIVES ............................................................................................. 21
  Business & Accounting (Semester 1) ....................................................................... 21
  Legal Studies (Semester 2) ....................................................................................... 22
  20th Century History (Semester 1) .......................................................................... 23
  Geography (Semester 2) ............................................................................................ 24
THE ARTS ELECTIVES ................................................................................................... 25
  Media (Semester 1) .................................................................................................... 26
  Media (Semester 2) .................................................................................................... 26
  Studio Arts (Semester 1) ........................................................................................... 27
  Visual Communication (Semester 1) ........................................................................ 29
  Music ......................................................................................................................... 31
PHYSICAL EDUCATION & HEALTH ............................................................................ 32
PHYSICAL EDUCATION & HEALTH ELECTIVES ......................................................... 33
  Health and Human Development (Semester 1) ....................................................... 33
  Health and Human Development (Semester 2) ....................................................... 34
  Physical Education (Semester 1) .............................................................................. 35
  Physical Education (Semester 2) .............................................................................. 36
ADVANCE .................................................................................................................... 37
TECHNOLOGY ELECTIVES ......................................................................................... 38
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 personal 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
English – 2 units per year (with the option of undertaking an additional English Literature elective)

- Both Maths and English units are compulsory and must be done in order ie Semester 1 then 2.

Language – If students choose to study French it must be done sequentially ie Semester 1 then 2.

Science – Students must undertake General Science in the first semester of 2016 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.

Art and Technology - Students should undertake at least 1 unit of the Arts or Technology during the year 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.

Careers - Students will undertake one Industry and Enterprise lesson per week.

MATERIALS AND SERVICES CONTRIBUTION

The Senior School Curriculum Support covers the extensive range of consumable materials for Learning Areas within the Year 10 program, however there are a number of high cost electives that carry an additional levy as indicated throughout the manual, which are due upon confirmation of subject offers.

ASSESSMENT

It is vital that, by the time students are ready to undertake their studies in 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 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 their VCE or VCAL program 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 the option of undertaking 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 Senior School office and in the 2016 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 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

If you have not yet applied for a VCE subject in 2016 and are interested, then you should see the Director of Senior School immediately.

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
- Investigation of how subject selection may relate to post-school education and career pathways
- Development of 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
The Department of Education and Training (DET) 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. The three levels of study are:
• 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 2017
• 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 of 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.

MAJOR ASSESSMENTS:
- Text response – assignment and a SAC style essay response
- Creative response to a text
- Oral presentations
- Analysis of argument and persuasive language in texts
- Creation of texts intended to position audiences
- Examination
- Class participation in discussion and activities

LEARNING OUTCOMES:
- Write analytically in response to a variety of texts
- Write creatively in response to a text
- Identify and analyse persuasive language as it is used in the media to present argument
- Creation of texts intended to position audiences
- 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
- Links to VCE English Units 1-4 and VCE Literature Units 1-4
 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 of a variety of texts including novels, media, film, theatre and poetry which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course.

MAJOR ASSESSMENTS:
- Comparative essay - comparing the presentation of ideas, issues and themes in two texts of different forms (for example, novel and film)
- Oral presentations
- Analysis of argument and persuasive language in texts
- Create texts to position audiences
- Examination
- Class participation in discussion and activities

LEARNING OUTCOMES:
- Write comparatively in response to texts of different forms
- Identify and analyse persuasive language as it is used in the media to position argument
- 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
- Links to VCE English Unit 1-4 and VCE Literature Units 1-4
English Literature (Semester 1 and/or 2)

AIMS:
Literature A and B consists of 2 semester-length units that can be studied separately OR as a year length study. Each unit involves 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 and an 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 styles 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

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 of 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
- This subject assists students in the development of close analysis skills of texts, which is a strong advantage for text study in English. If pursued, VCE Literature offers students a viable alternative to VCE English or can be studied in conjunction with VCE English
Mathematics Semester 1 and 2 – COMPULSORY

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

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.

MAJOR ASSESSMENTS:
The main methods of assessment are:
• Chapter revision exercises and assignment work
• Topic tests - designed to give students the opportunity to demonstrate what they have learned
• End of semester exams - These are designed to prepare the students for VCE

LEARNING OUTCOMES:
Year 10 Mathematics 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 access 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, and at the end of the course, students will know what type of Maths they are interested in and capable of undertaking at VCE level.

The following overview for Maths subject selection will be strongly adhered to when choosing your VCE Maths program for 2017.

OVERVIEW FOR MATHS SUBJECT SELECTION
These recommendations are a guide for students to prepare for the VCE maths subject that is most suitable and most appropriate based on their previous achievements in mathematics, and to ensure that they have the background, knowledge and concepts to achieve their best possible VCE score.

Year 10 into Year 11 selection advice
Any student, who does not achieve an average of 50% across all assessments in Year 10, is recommended to undertake Unit 1 & 2 Foundation Maths.

In order to do General Mathematics Unit 1 &2, it is recommended that students have an overall average result of at least 50% in all assessment tasks, including exams, at Year 10.

In order to do Mathematical Methods Unit 1 & 2, it is recommended that students have an overall average of at least 70% in all assessments tasks, including exams, at Year 10.

In order to do Specialist Mathematics Unit 1 & 2, it is recommended that students have an overall average result of at least 70%, including exams, at Year 10.

Students who have not performed to their personal best, and have not reached the targets recommended during Semester One, will have the opportunity to improve their results and thus able to make changes to their mathematics selection at the end of the year.
Note: A student who takes this course is unable to study Mathematics in Year 12.

Note: Students may enrol in up to three VCE Maths 3 & 4 sequences, but only two can contribute to the primary four. The lowest scaled score course will count as a 5th or 6th subject.

Note: To enrol in Specialist Maths Unit 3 & 4, students must have completed or be studying Maths Methods concurrently.
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 ‘Life beyond family and friends, ‘historical characters and cultural icons’, ‘the environment’ and ‘future plans about education and career choices’. 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’ as structured in the French study design for VCE Languages 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 a study tour to a Francophone country.

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 for communication purposes when travelling
- Boost to final ATAR scores
- Opportunities for more career options in future
- Links to VCE French Units 1-4
All students must undertake General Science in the first semester of 2016 and may select any additional Science electives throughout the year.

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:
- **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.
- **Big Bang Theory – Research Report**
  Students are required to undertake research and prepare a written report which outlines the origins of the universe as described by the Big Bang. They investigate and provide information about the various contributions of scientists in the development of this theory, in particular the involvement of Australian scientists.
- **Origins of a Species**
  In completing this task students need to collaborate with a partner and demonstrate their understandings of the origins and evolution of a particular species. They have to construct a timeline to show evolution in relation to geological time periods and explain what evidence exists that supports the existence of ancestral/related species.
  - Student designed experiment
  - Homework tasks
  - Mini tests
  - 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
- Memory ERA (Empirical Research Activity)
- Film analysis and mental health assignment
- Film analysis with a focus on ethics in Psychology
- 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
- ERAs (Empirical Research Activities)
- Sports Psychology profile of 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 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.
Biochemistry (Semester 2)

AIMS:
- To strengthen the background of students intending to undertake Biology or Chemistry in VCE.
- To investigate new technologies and careers in biochemistry

CONTENT OVERVIEW:
Students develop an understanding of some of the fundamentals of biochemistry, the chemistry of life and the reasons why we are as we are.

In particular they study organic chemistry, biomolecules (including proteins, DNA, fats and carbohydrates), cell structure and function and genetics. They gain experience breeding fruit flies as part of an investigation into inheritance. Students develop practical skills necessary to collect and analyse data from experimental investigations. This subject is a great prequel to VCE Chemistry and Biology.

MAJOR ASSESSMENTS:
- Molecular modelling: Organic chemistry. Students are assessed on their ability to construct simple organic chemicals, such as alkanes, alkenes and alkynes
- Practical report: Investigating DNA through modelling and practical investigations
- Breeding fruit flies. Students work in small groups and are assessed on their group work and on their individual scientific reports
- Bio molecular modelling: Investigating biomolecules. Students work in small groups and are assessed on their group work and on their ability to construct simple biomolecule chemicals, such as amino acids, fats and nucleosides
- Mendelian genetics. This activity is coordinated with the fruit fly breeding. It is assessed by their practical report and 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, genetics and cell biology
- 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 ecosystems and the impact of human activities on these systems. Students examine 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 environments. They will develop ideas about maintaining and protecting the environment while still meeting human needs.

MAJOR ASSESSMENTS:
- Assessment tasks/activities
- Investigating ecosystems (creating a bio-jar)
- 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 has developed and how it is used in modern society.

CONTENT OVERVIEW
Students develop an understanding of a number of forensics techniques and their applications. They gain understanding of scientific process and its implications in collecting evidence. Students recognise the many jobs involved with forensic science and 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 in modern forensic investigations
- 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
- Prepare students for VCE Biology Units 1-4
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
- Understand the laws which describe forces and motion
- 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 VCE 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)

AIMS:
To introduce students to the world of finance, enterprise, sharemarkets, 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.

This subject covers the AusVELS Domains of Humanities (Economics)

MAJOR ASSESSMENTS:
The major areas of study will include -
• Creating a business plan
• Workbook activities
• Oral presentation
• ASX Sharemarket Game
• Exam

LEARNING OUTCOMES:
This subject will provide an excellent entry point into VCE Business Management and VCE Accounting.
Legal Studies (Semester 2)

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 an understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. Students distinguish between criminal and civil law. They 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, and the inclusion of a 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 will also visit a Magistrates Court to experience jurisprudence first-hand.

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.

MAJOR ASSESSMENTS:
• Essay
• Oral presentation
• Work book tasks
• Research report on a current political issue or a recent change in the law
• Exam

LEARNING OUTCOMES:
• To teach students real world valuable knowledge about the political process, becoming a political citizen and an informed member 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
20th Century History (Semester 1)

The inter-war years 1819 – 1945/Change in the Modern World 1945 – Present

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:
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 II in Europe. Students also investigate the role Australia played in this world conflict.

Students then 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 movement and social changes that developed through the 1960s.

This course covers the AusVELS domains of Humanities (History)

MAJOR ASSESSMENTS:
• Examination of primary and secondary resources
• Interactive activities
• Folio of written response questions
• Research project
• 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.
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 levels. Students study the social and economic consequences of development in rapidly growing cities as well as rural depopulation.

This course covers the AusVELS domains of Humanities (Geography).

MAJOR ASSESSMENTS:
• 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 an environmental issue investigation and action plan for its solution
• Workbook tasks
• Oral presentation
• Exam

LEARNING OUTCOMES:
• Students enter the global conversation on poverty with informed and prescriptive solutions
• Provides an introduction to VCE Geography Units 1-4
THE ARTS ELECTIVES

Levy of $60 per semester

Performing Arts/Drama
The following courses are one semester long. These courses explore different areas of the Arts to allow students to study one or both of the subjects in a year.

ARTS, ENTERTAINMENT AND PERFORMANCE (Semester 1)

AIMS:
This course aims to expands student skills and knowledge in the areas of Media, English and Drama.

CONTENT OVERVIEW:
Students will learn about the purpose and function of the Performing Arts (live music, theatre, festivals) within communities, while creating an arts and live entertainment program to be delivered to the College community. Students will develop key skills in communication, literacy, organisation, creation and performance, while developing and delivering a calendar of events to take place at Mordialloc College throughout Semester One. It will be the role of these students to plan, organise and run events such as: live arts and cultural events, school assemblies, charity events, and anything else the group decides will add value to the lives of students and staff within the College.

MAJOR ASSESSMENTS:
Students will be assessed on both the practical and theoretical aspects of the subject. Assessment tasks include: writing a theatre review, creating and presenting devised performances (whole class and small group), sound and lighting production, and an event evaluation.

LEARNING OUTCOMES:
Students will develop an appreciation for and understanding of the language and techniques used to create performance work 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 to many subjects in Year 10 and throughout VCE.

DRAMA: THE SUITCASE SERIES (Semester 2)

AIMS
This course aims to expand student skills and knowledge in the subject area of Drama, including acting methodology, performance creation and presentation, stagecraft, and theatrical styles and conventions.

CONTENT OVERVIEW:
Through our school’s ongoing relationship with the Malthouse Theatre, students will be involved in The Suitcase Series. The Suitcase Series sees students develop scripted and devised performance work, based on a script provided to them. They will research themes and ideas as stimulus for performance work. They will learn about the fundamental elements and conventions of performance, as well as acting skills and techniques, in order to develop their own performance work. The unit will culminate in a presentation of their devised performance work for a live audience of peers at the Malthouse Theatre. Students will also see a professional performance of the script.

MAJOR ASSESSMENTS
Students will be assessed on both the practical and theoretical aspects of the subject. Assessment tasks include: a research folio, creating and presenting devised performances (whole class and small group), stagecraft assignment, and a performance analysis.

LEARNING OUTCOMES
Students will develop skills and knowledge, both theoretical and practical, in preparation for studying Drama at VCE. Additionally, the subject provides many opportunities for students to build literacy, group work and public speaking skills, which will be invaluable to many subjects in Year 10 and throughout VCE.
Media (Semester 1)
Levy of $60 per semester

Semester 1

AIMS
To introduce students to the processes for planning and producing a film, as well as providing analytical frameworks for discussing and evaluating how and why directors and producers create films in specific ways.

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 films across genres. Students will learn how to write for the screen, storyboard and schedule film shoots, as well as produce a short film.

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 includes:
- Genre research
- Genre analysis essay
- 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
- Exam

LEARNING OUTCOMES
Students will develop their analytical skills, learning key terminology and becoming familiar with deconstructing and writing about why and the ways in which films are created. They are introduced to key concepts from VCE Media such as production equipment and editing films in post-production.

Media (Semester 2)
AIMS
To introduce students to the broader aspects of the Media industry and evaluate the impact and nature of new forms of media and media technology. To develop students’ analytical skills and develop their abilities to view/read and create media products critically.

CONTENT OVERVIEW
Students will be introduced to VCE Media concepts of representation and social values, as well as exploring the impact of new media technologies. They will plan and produce a short documentary film on selected new media technologies or trends. 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 and removing backgrounds.

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
- Documentary 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
- Representations analysis piece
- Culture jamming tasks
- Examination

LEARNING OUTCOMES
Semester 2 Media focuses more directly on the concepts central to VCE Media, introducing students to key concepts of representation, social values and new media. Students further develop their analytical skills in deconstructing and evaluating media products, as well as their practical skills in using key filming equipment and editing software.
ARTS ELECTIVES cont…

Studio Arts (Semester 1)
Levy of $60 per semester

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 is 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 (Semester 2)
Levy of $60 per semester

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 learn how to analyse their own art works and discuss their art making processes using art language.

MAJOR ASSESSMENTS:
A variety of projects is 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.

Major Assessments include
• Experimenting with a wide range of materials and creating a body of work based on student selected materials and techniques

Theory Assessments include:
• Visual analysis essay
• Folio
• Exam
• In class discussions

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.
ARTS ELECTIVES cont…

Visual Communication (Semester 1)
Levy of $60 per semester

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 communication
• 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 communication

CONTENT OVERVIEW
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.

MAJOR ASSESSMENT
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 student’s planning and journey through the design process
• A research presentation of a social and cultural influence of visual communication

Students will develop an appreciation for, and understanding of, the language and techniques used to make meaning in both a theoretical and practical manner.

This will prepare students for VCE Visual Communication Units 1-4. It is also beneficial for other folio based subjects such as VCE Studio Arts, Media and Design Technology.
Visual Communication (Semester 2)
Levy of $60 per semester

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 communication.

CONTENT OVERVIEW
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 student’s planning and journey through the design process
- A written visual analysis of the design elements, principles, audience and the social and cultural influence of visual communication

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.

VCE Visual Communications Units 1-4. It is also beneficial for other folio based subjects such as VCE Studio Arts, Media and Design Technology.
Music

MUSIC X (Semester 1)

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 harmony and melody, 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.

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

MAJOR ASSESSMENTS
• Notebook work: students are required to maintain a record of the processes they use when interpreting and creating music works
• Test: 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
• Exam

LEARNING OUTCOMES
• Students 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
• Students will be provided with a solid foundation of knowledge to then move on to complete VCE Music Units 1-4
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>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Testing</td>
<td>Zoning</td>
<td>Use of Equipment</td>
<td>Swimming</td>
</tr>
<tr>
<td>Football Sports</td>
<td>Thrills &amp; Spills</td>
<td>Snorkelling</td>
<td>Hockey</td>
</tr>
<tr>
<td>Hydration</td>
<td>Cricket</td>
<td>Athletics</td>
<td>Biathlon</td>
</tr>
<tr>
<td>Minor Games</td>
<td>Volleyball</td>
<td>Tournament</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Weight Training</td>
<td>Basketball/Netball</td>
<td>Dance/Aerobics</td>
</tr>
<tr>
<td>Circuit Training</td>
<td>Gymnastics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
Levy of $35 per semester

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 Health & Human Development
- 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)
Levy of $35 per semester

AIMS:
Students are able to define and understand what the terms ‘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
- Promoting and protecting 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 Health & Human Development
- 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)  

Levy of $50 per semester

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

The course comprises 1/3 theory, 1/3 practical and 1/3 laboratory work.

CONTENT OVERVIEW:
• Anatomy and physiology of the skeletal system  
• Anatomy and physiology on the cardiovascular system  
• Understand and analyse the effect on the body of a cardiovascular disease  
• Explore the circuit training system and create a series of individual assessments  
• Understand the components of fitness testing and how to assess each one  
• Group work for teaching one sport to peers – practical – with lesson plans written up

MAJOR ASSESSMENTS:
• Tests for skeletal and cardiovascular systems  
• Laboratory reports for skeletal and cardiovascular systems  
• Research assignment on a cardiovascular disease  
• Creation and reflection of individual training sessions  
• Report on types of fitness testing  
• Observational report on group submission for teaching one sport  
• Exam

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 on to VCE Physical Education Units 1-4. Through practical activities they will explore the major components of the skeletal and cardiovascular systems and their contributions and interactions during physical activity. Circuit training will be a focus where students will apply their knowledge of fitness testing.
Physical Education (Semester 2)
Levy of $50 per semester

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

CONTENT OVERVIEW:
The course comprises 1/3 practical work, 1/3 theoretical work and 1/3 laboratory classes.
- Muscular system
- Respiratory system
- Types of games and sports
- Tactical skills
- The ability to analyse one’s skill and improve through feedback and practice
- Focus on physical activity and fitness plans including a needs analysis
- Understanding and implementing training principles
- Aerobic versus anaerobic energy systems

MAJOR ASSESSMENTS:
- Tests on muscular and respiratory systems
- Laboratory reports on the anatomy covered
- Report on types of games, sports and skills
- Media report on analysing skills and improvement feedback and practice
- Creation of a successful fitness plan
- Test on training principles
- Exam

LEARNING OUTCOMES:
This study will help prepare students for VCE Physical Education by exploring the different range of fitness training methods which each target different fitness components. Students will focus on the physiology and anatomy of the muscular and respiratory systems. Students will analyse their movements and work towards improving their skills through practice and feedback.
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:
During the second year of Advance students will complete the following awards and activities:
- Level 1 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
- Links to VCE Physical Education Units 1-4
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 both web authoring software and basic HTML coding
- 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:
- Portfolio of marketing and mock-up designs created through a range of computer programs
- Webpage review tasks
- Personal webpage design
- Major webpage task
- Exam

LEARNING OUTCOMES:
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. Desktop Publishing helps 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 create applications that aid in the storage of, retrieval and use of data. This will include basic programming and use of functions and formulas. Students will also create a range of basic games using Gamemaker.

CONTENT OVERVIEW:
Students will plan and create both paper based and electronic flat-file databases as well as a range of relational databases using Microsoft Access and using Visual Basic coding to improve functionality. Students will develop and implement advanced skills in creating spreadsheets using Microsoft Excel. Students will also create a range of basic games using Gamemaker.

MAJOR ASSESSMENTS:
- Flat-file database task
- Relational database task
- 'China friend' Excel assignment
- Personally designed game
- Exam

LEARNING OUTCOMES:
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. Software development helps prepare students for VETiS IT or VCE IT by teaching them planning methods and basic coding.
General Food (Semester 1)
Levy of $60 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 will focus on the design brief together with appreciating the sensory aspects of many foods. Basic VCE terms will be introduced.

MAJOR ASSESSMENTS:
• Students will complete a production folio
• Examination

LEARNING OUTCOMES:
Students will be well placed to progress to VCE studies in Food Technology. 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 as well as practical cooking skills for life long benefit.

Hospitality (Semester 2)
Levy of $60 per semester

AIMS:
The course is designed to develop an understanding of the hospitality industry. Students will gain skills in advanced methods of cooking and serving delicious food. This course will follow a menu and students will produce foods relevant to each section of a menu.

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
• Investigation of local hospitality services and then production of a ‘Design Brief’ for a student’s own restaurant and menu
• Examination

LEARNING OUTCOMES:
Students will be well placed to progress to 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 as well as practical cooking skills for life long benefit.
Product Design Technology (Semester 1)

**Levy of $60 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 them. 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:**
During the semester students will produce:
- A number of practical projects made from a variety of materials including wood, metal and plastics
- A design portfolio of their 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

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.

**MAJOR ASSESSMENTS:**
The curriculum is based on AusVELS. Student learning is assessed by the production of the various tasks listed and an end of semester exam.

**LEARNING OUTCOMES:**
On completion of this course, students should be able to practically manage a project in that they can identify and carry out specific construction techniques and are able to create a model using a variety of equipment. They should also have an understanding of the design process and how to carry out the various tasks within the process. This unit will prepare students for VCE Product Design and Technology.

Semester 2

**Levy of $60 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. 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 their journey through the design process
- A number of 3D objects created using CAD software

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.

**MAJOR 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.

**LEARNING OUTCOMES:**
On completion of this course, students should be able to practically manage a project in that they can identify and carry out specific construction techniques and are able to create a model using a variety of equipment. They should also have an understanding of the design process and how to carry out the various tasks within the process.

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.
**SELECT ENTRY ACCELERATED LEARNING (SEAL)**

**PATHWAYS FOR YEAR 9 SEAL STUDENTS TO VCE**

**Levy of $50 for the year**

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

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.

SEAL students will be required to complete the following VCE subjects:
- VCE Literature Unit 1 and 2
- VCE Mathematics. Students can choose from VCE General Maths Unit 1 and 2, VCE Specialist Maths Unit 1 and 2 or VCE Math Methods Unit 1 and 2
- One other VCE Unit 1 and 2 subject of their choice. This is dependent on timetabling

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.

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.

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

The subject choice in the fifth and sixth years of study is according to student interest and every effort will be made to cater for individual strengths and weaknesses.
VCE VET Programs in 2016

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

Students offered a place at TAFE must inform the Pathway Coordinator in writing if they wish to withdraw by 24 February 2016. 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 will not be able to undertake the VET course.

Anyone interested should meet with the Pathways Coordinator immediately indicating their interest clearly on their selection form.

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 and Pathways 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 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 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.
MORDIALLOC COLLEGE VCE LEARNING PATHWAYS YEAR 10

Humanities

Year 10

10 Business & Accounting

Accounting 1/2

Business Management 1/2

10 Legal Studies

Legal Studies 1/2

10 History

20th Century History

History of Revolutions 3/4

10 Geography

Geography 1/2

Geography 3/4

Year 11

Year 12

Accounting 3/4

Business Management 3/4

English

Year 10

10 SEAL English

Literature 1/2

Literature 3/4

10 English

English 1/2

English 3/4

EAL 1/2

EAL 3/4

Year 11

Year 12
VCE Learning Pathways Year 10- cont’d

Health & Physical Education

- Year 10
- Physical Education 1/2
- Health and Human Development 1/2
- Physical Education 3/4
- Health and Human Development 3/4
- Year 12

Languages

- Year 10
- French 1/2
- French 3/4
- Year 11
- Year 12
VCE Learning Pathways Year 10- cont’d

Mathematics

Year 10

10 Mathematics

Year 11

General Maths 1/2

Specialist Maths 1/2

Maths Methods 1/2

Foundation Maths 1/2

Year 12

Further Maths 3/4

Math Methods 3/4

Specialist Maths 3/4

Performing Arts

Year 10

10 Music

Year 11

Music 1/2

Drama 1/2

Media 1/2

Year 12

Music 3/4

Drama 3/4

Media 3/4
VCE Learning Pathways Year 10- cont’d

Science

Year 10

10 General Science Sem 1

10 Psychology

10 Physics

10 Biochemistry

10 Forensic Science

Year 11

Psychology 1/2

Physics 1/2

Chemistry 1/2

Biology 1/2

Year 12

Psychology 3/4

Physics 3/4

Chemistry 3/4

Biology 3/4